BRIGHAM YOUNG ACADEMY

Annual

1903——1904

HOLINESS TO THE LORD

Brigham Young Academy

AND

CHURCH NORMAL
TRAINING SCHOOL.

CATALOGUES AND ANNOUNCEMENTS

FOR

THE TWENTY-EIGHTH ACADEMIC YEAR,

1903--1904.

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CALENDAR.

1903.

August 28, 29, and 31, Friday, Saturday, and Monday, Entrance examinations.

September 1, Instruction begins in all departments.

October 2, evening, Conference vacation begins.

October 16, Founder's day.

November 27, Thanksgiving.

December 24, Holiday vacation begins First semester closes.

1904.

January 4, Monday, Second semester begins.

February 17, Fund day.

February 22, Washington's birthday.

April 2, Saturday morning, Conference vacation begins.

April 10, Sunday evening, Conference vacation ends.

May 23, Commencement week begins.

May 26, Twenty-eighth annual Commencement exercises.

May 30, Summer school begins.

CONTENTS.

CALENDAR 3
AUTHORITIES OF THE ACADEMY 5
HISTORY AND ORGANIZATION 13
GENERAL INFORMATION 20
THE COLLEGE 36
THE COMMERCIAL SCHOOL 55
THE NORMAL SCHOOL 73
THE HIGH SCHOOL 77
THE SCHOOL OF MUSIC 107
THE PREPARATORY SCHOOL 112
THE TRAINING SCHOOL 116
THE KINDERGARTEN 126
THE MISSIONARY DEPARTMENT 134
THE BEAVER BRANCH 138
ENROLLMENT 154
GENERAL INDEX 173

Authorities of the Academy.

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Arranged in the order of seniority of appointment according to schools.

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Professor of Domestic Art.

MISS ALICE L. REYNOLDS, B. Pd., D. B.
Assistant Professor of English.

*On leave of absence studying.

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Professor of Mathematics.

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Instructor in Elocution.

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EDW. H. EASTMOND,
Instructor in Manual Trainin

CHARLES E. MAW,
Professor of Chemistry.

*Absent on furlough, studying.

WARREN A. COLTON,
Director of Gymnasium.

SUSA TALMAGE.
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LYDIA SCHRAM.
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MOSHER F. PACK.
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Professor of History and Economics.

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Instructor in Law.

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EMMA S. SIMONS.
Instructor in Telegraphy.

THOMAS W. SMITH.
Instructor in Bookkeeping.

EARL J. GLADE.
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SARAH E. PRESTON.
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JOHN E. HAYES.
Instructor in Typewriting.

School of Music Faculty.

ANTHONY C. LUND, D. B., Director.
Professor of Vocal and Instrumental Music.

ALBERT MILLER.
Assistant Professor of Music. Conductor of Band and Orchestra.

CLAIRE REID.
Accompanist. Instructor in Organ Music.

_____ _____
Instructor in Piano, Mandolin, and Guitar.

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Instructor in Piano.

Preparatory School Faculty.

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EDWIN H. SMART, Assistant.
MARK CRAM, Tutor.
OSMUND JUSTESEN, Tutor.
N. DONALD FORSYTH, Tutor.

Kindergarten Faculty.

IDA SMOOT DUSENBERRY, Director. LOUISA W. JONES.

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Professor of Science.

REINHARD MAESER, B. Pd., D. B.
Professor of English.

HARRIET CLUFF.
Matron.

ALFRED M. DURHAM,
Professor of Music.

MARY J. OLLERTON, B. Pd.
Instructor in Preparatory School.

_____ _____
Instructor in Preparatory School.

_____ _____
Instructor in Preparatory School.

Brigham Young Academy.

HISTORY AND ORGANIZATION.

The Brigham Young Academy was founded by a deed of trust executed by President Brigham Young, October 16, 1876. A preliminary session was inaugurated soon after its establishment, with Hon. Warren N. Dusenberry as Principal, succeeded by Prof. Karl G. Maeser, who had been called by President Young to take charge of the school. The Academy was formally opened August 21, 1876, the dedicatory prayer being offered by Daniel H. Wells. Prof. Maeser continued as Principal for fifteen years, when he was promoted to the general superintendency of all the Church schools; and Benjamin Cluff, Jr., a former student of the Academy and since a graduate of the University of Michigan, was chosen to take his place. In 1894, when regular heads or principals of departments were appointed, the title was raised to that of president.

The first Board of Trustees consisted of seven members appointed for life; viz., Abraham O. Smoot, William Bringhurst, Leonard E. Harrington, Wilson H. Dusenberry, Martha J. Coray, Myron Tanner, and Harvey H. Cluff. A reorganization took place in 1890, when the Trustees, together with the executors, heirs, and assigns of Brigham Young, conveyed to a new Board all the real estate held by the Academy, giving the latter power to sell the same for the benefit of the institution, and authority to fill all vacancies in its own body. It was under the latter management that the new building became a reality, though its foundation had been laid by the former board.

In the death of President Abraham O. Smoot, which occurred March 6, 1895, the Academy lost one of its oldest friends and staunchest supporters; a man whose practical wisdom and ma-

terial generosity had stood behind the institution alike in prosperity and adversity. To fill the vacancy thus made, Brigham Young, eldest son of the founder, was elected President, and George Q. Cannon and Reed Smoot were elected to fill other vacancies.

On July 18, 1896, the institution was formally incorporated under the laws of the State. The articles of incorporation, after reciting the conditions of the first deed of trust and also the fact that a second, executed by the heirs of President Young, conveyed full and ample power to the Board of Trustees to incorporate, set forth that the financial condition of the institution and the inadequate provisions for its support under the old system, necessitated a change; and, to quote from the document:

"Whereas, the beneficiaries of the said trust are the children of the members of the Church of Jesus Christ of Latter-day Saints, and said trustees and beneficiaries and said members of said Church are desirous of seeing said trust carried out; and to that end the members of said Church, through its constituted authorities, to-wit., the First Presidency, are willing to assume said indebtedness and to discharge the same and carry out, according to the letter and the spirit, said trust by said Brigham Young created, and to provide the necessary means to support and maintain said institution of learning; provided, however, that a corporation shall be formed and said trustees shall convey the property by them held, and said members of said Church, including the beneficiaries of said trust, shall have the right to elect the directors or trustees of said corporation,"—under such circumstances it was resolved to incorporate and place the institution under the management and control of the Church.

Following are the names of the incorporators into whose hands the Board of Trustees conveyed the institution: Brigham Young, George Q. Cannon, Myron Tanner, Harvey H. Cluff, Wilson H. Dusenberry, Karl G. Maeser, David John, Susa Young Gates, Reed Smoot, Thomas R. Cutler, George D. Snell, and Joseph Don Carlos Young.

Provision is made in the articles of incorporation that the Brigham Young Academy shall be under the management of a board of twelve directors, to be elected every three years by the Saints assembled in annual conference. The first elec-

tion took place April 6, 1897, and resulted in the creation of the Board. It is made their duty to take control of the institution subject only to the limitation of the original deed of trust. At a meeting of this Board, held August 2, 1897, President George Q. Cannon was elected President of the Board, which position he held to the time of his death, April 12, 1901.

With the Church pledged to its support the Academy cannot fail to develop greater strength, power, and resources; nor will the feeling that the institution is dependent upon them for support fail to stimulate, among the Latter-day Saints, the desire to give their children better facilities for a liberal education than they have ever enjoyed before.

The Academy began its labors in what was known as the Lewis Hall, at the corner of G and Seventh streets. The first floor, consisting of five rooms, had been built for commercial purposes, the second to serve as an opera house. After its purchase by President Young the building was re-arranged, as nearly as it could be, to meet the wants of the school, and served its purpose without further change for nine years. By the opening of the tenth academic year two commodious additions had been completed, mainly by the munificence of President Smoot. Six months later, on the night of January 24, 1884, the entire structure was destroyed by fire.

The school now was without a home and without the means to rent, buy, or build; for no insurance had been carried on the building just reduced to ashes. On that memorable morning four hundred students, many with book-sacks in hand, collected only to gaze on the blackened ruins. Should they go home? What could be done for a homeless school in teh dead of winter? The sequel proves what may be accomplished by a wide-awake board. Only one day was lost. The First national bank building and S. S. Jones' store had just been completed, and were generously turned over for the use of the Academy during the remainder of the tenth year. The year following, about two-thirds of the large Z. C. M. I. warehouse was leased and subdivided according to the wants of the institution into eleven rooms, with a capacity for the accommodation of over three hundred students, and better suited in many respects than was the old building.

Here the school remained for six years. But it became more and more evident that its work must remain stationary unless new quarters were provided. There were no funds to build with. The real estate with which the founder endowed the school could not be sold, owing to a restriction in the deed which necessitated a reconveyance of it by the heirs of President Young. This required time and tact, and before it could be done the market had fallen and sales were impossible at any price.

But the new building, begun on this slender hope, was nearing completion. That the work did not stop when this hope failed, must ever stand to the honor of the Board, the members of which pledged their private property that the institution might have quarters adequate to its needs.

On Monday, January 3, 1892, the Faculty and students took a solemn farewell of the old quarters near the depot and marched to their new temple of learning, where the Presidency of the Church, the Governor, and other prominent visitors from all parts of the State had assembled to take part in the dedication services. It was an impressive occasion, not only from the nature of the services themselves, but also from the fact that on this day the first epoch closed and the second epoch began in the history of the Academy. Perhaps the genius and growth of the institution can be set forth in no better way than by a brief contrast of these two epochs.

Dr. Maeser came to Provo in obedience to a call from President Brigham Young. He had no other idea to guide him in creating the institution than the general notion that the whole man is to be educated; the social, moral, and spiritual, as well as the intellectual. He opened the school with twenty-nine students and himself as the sole teacher. Dr. M. H. Hardy was his first assistant. Gradually the school grew so as to include the instruction now covered by the eight grades and portions of the high school, including theory and practice of teaching; but the growth of secondary and higher instruction was slow, principally because the general poverty of the people made proper preparatory schools elsewhere in the territory impossible.

Financially the Academy may be said to have sprung up out of native soil. Think of an institution of secondary train-

ing supporting its teachers and paying for furniture, supplies, and other current expenses out of tuition; and this, too, at a time when the desire for higher education had largely to be created! Yet under such ordeals of self-sacrifice did Dr. Maeser and his co-laborers, by the blessing of God, bring the institution forward and upward for fifteen years.

Nor must this period of early struggles be held up for disparagement from an educational point of view. Beginning as it did, the Academy had to feel its way and adapt itself to its environments. It may thus be said to have caught the very genius of the new dispensation and embodied the life-essence of a peculiar people. To this central spirit it has ever been true; and whatever of greatness it is destined to attain, will come not so much along the lines that make other institutions great, as by the flowering and fruition of its own life principle.

It was high time, however, that the first epoch came to a close. Although the school had grown steadily until at times its enrollment reached over four hundred, and its power for good was felt in the same ratio, certain educational evils were inevitable from the cramped conditions under which the work was carried on. Previous to 1891, no attempt had been, nor could be, made to arrange courses in the higher branches to last for more than one year, save in theory of teaching which had been laid out for two years. The instruction was thus bound to be very general and as a consequence more or less superficial. With a teacher of less intensity than Dr. Maeser this evil would have been aggravated. As it was, his peculiar power of arousing independent investigation multiplied the effectiveness of the school wherever its students became teachers.

Another evil was irregularity of attendance. Very little effort was made by students to begin school with the school year. The majority entered about October; and after the two winter terms were over, most of them gave up their studies by reason of the "spring fever," thus leaving only a fraction of the enrollment in attendance during even one year.

The first factor in remedying these evils was of course the erection of the new building, which provided adequate class-room and other accommodations; the second was the financial support rendered by the Church, whereby the teaching force was aug-

mented and the Normal courses were made free; and the third was the establishment of four-year courses—since increased to six and seven-year—leading to degrees. Space will not permit extended mention of many other noteworthy features of the new epoch. The commercial courses were segregated and in due time developed into a fully equipped Commercial school. With the offering of degrees came class organizations, and the development of class patriotism. The same circumstances led to the inauguration of the Alumni association, which promises to become a strong educational support.

Founder's day was first celebrated in the year 1891, and has since become a prominent holiday. This day, 1896, was signalized by two important events. The first was the formal creation by the board of trustees of the Collegiate department, though in a modified form it had existed for years previous. The second was the placing of the eight grades of the Normal Training school in a separate building.

While this removed the pressure of enrollment to a certain extent, a point in the school's growth was soon reached when more room became necessary. The need was promptly met, however, by the following named persons: Wilford Woodruff, George Quayle Cannon, Joseph Fielding Smith, Reed Smoot, Jesse Knight, Charles Edwin Loose, Jesse William Knight, Alfred William McCune, Inez Knight, and Stephen L. Chipman. The Collegiate building, the dedication of which took place during Commencement week, 1898, now stands as a monument to their liberality. The tableted chairs and settees with which the rooms are seated were donated by the patrons and friends of the school through the Alumni association.

Founder's day, 1898, also marks an epoch in the development of the school, as on this day there were formally established and dedicated (1) a laboratory of Physics by the Holt Family, and (2) a laboratory of Chemistry by the Magleby Family. The Beckstead Laboratory of Mechanics was dedicated on Founder's day, 1899, and the Hinckley Laboratory of Natural Science was dedicated on Founder's day, 1900.

By an action of the Church Board of examiners, December 1, 1899, three institutions, viz., the Brigham Young Academy, the Brigham Young College, and the Latter-day Saints' College,

were declared recognized and sustained by the First Presidency as schools of secondary instruction. Each institution was empowered to maintain a high school, offering at its discretion a normal course, an academic course, and a business course, leading to certificates of graduation.

It was also ordained that no institution should offer a degree short of four years' college or university work. The courses common to university instruction were distributed among the three institutions named, and to the Brigham Young Academy was given the following:—Theology and English, the mechanical and engineering arts, including mechanical, civil, electrical, and mining engineering; and domestic arts; also general pedagogy, including normal training; said courses to lead to the degrees of Bachelor of Science (B. C.) and Bachelor of Pedagogy (B. Pd.).

The Brigham Young Academy South American expedition, with President Benj. Cluff, Jr., in charge, started on its journey April 17, 1900, and returned to Provo, February 7, 1902. Its purpose was to study Mexico, Central, and parts of South America, with a view to becoming acquainted with the people, their customs and habits, and with the products and possibilities of these countries; also to study the ruins and other evidences of an ancient people, with the view to discovering corroborative evidences of the authenticity of the Book of Mormon; and lastly to make a collection of zoological and botanical specimens for the Museum.

The end of the journey as laid out was Valparaiso, Chile, but owing to a revolution in Colombia, Bogota was the most southerly point reached. In spite of many vicissitudes, the object of the expedition was largely fulfilled.

During the two years that President Cluff was away, the institution was under the supervision of George H. Brimhall as acting-president. The Academy continued to grow in numbers and prestige; and among the notable educational achievements of these two years was the erection of a fine new training school and gymnasium at a cost of $40,000—mainly the gift of public-spirited friends and patrons of the institution. The building was dedicated on Fund day, February 17, 1902.

Three important changes mark the history of the year 1902-

1903. The first was the subdivision of the Domestic organization into Stake organizations, based on the home residences of students, instead of the previous arrangement into Domestic wards, based on their boarding places in Provo. The second was the demarkation of the various departments into distinct schools, each presided over by a principal; viz., the Kindergarten, the Training school, the Preparatory school, the Missionary school, the school of Music, the Commercial school, the High school and the College. The third consisted in the movements set afoot toward a new $18,000 building; designed for the Preparatory and Missionary schools, in which the stakes of Utah, Alpine, Nebo, Wasatch, and Juab agreed to contribute $9,000, on the condition that the remainder be raised from other sources.

GENERAL INFORMATION.

EDUCATIONAL AIMS.

To carry out the design of its Founder, the Academy offers instruction as follows: 1. In the principles and doctrines of the Church of Jesus Christ of Latter-day Saints. 2. In the principles of morality and moral responsibility. 3. In the elements of self-control, on the principle that a free people or a free person must become such through self-control. 4. In the arts and sciences usually given in primary schools,high schools, and colleges. 5. In such general training as will fit young people for practical life. 6. In such technical and theoretical training as will fit young people (a) for school teachers, (b) for bookkeepers, amanuenses, telegraphers, and business men, (c) skilled mechanics, (d) engineers. The aim of the Academy in short, is to promote man's complete development, morally, intellectually, and physically.

ORGANIZATION.

The Academy is organized with the following schools: 1. A College, covering three years and offering courses leading to the degree of Bachelor of Science (B. S.), and of Bachelor of Pedagogy (B. Pd.). 2. A Commercial school, covering from one to four years' work and leading to the degree of Master of Accounts (M. Ac.). 3. A Normal school, offering a four-year course and leading to a teacher's diploma. 4. A High school, offering two four-year courses: viz., a General course in the industrial arts, and a Science course preparatory to college work —each leading to a diploma. 5. A school of Music, giving three years' work in both vocal and instrumental music and leading to a diploma. 6. A Preparatory school, offering two years' work, especially for young men and women of irregular qualifications. 7. A Training school for the practical preparation of teachers. 8. A Kindergarten, including a Kindergarten Normal training school. 9. A Missionary school, for the training of Elders to preach the Gospel.

DIRECTION TO STUDENTS.

The following suggestions will aid students in entering school:

1. Present yourself to the President in Room 9.

2. From him you will obtain the proper cards. If you do not enter on certificate, go to the Examiners in rooms designated on the Bulletin board, and pass entrance examinations. Next, pay your entrance dues to the Registrar, who, after recording your name, will give you an admit card. On presenting this card to the Principal of the school you enter, you will be seated in the proper room. If you enter on certificate go directly from the President to the Deputy treasurer.

3. Teachers and advanced students will be in attendance to give advice and render assistance. Do not hesitate to ask them.

4. Look at the bulletin boards for special notices and instructions.

STATUS OF STUDENTS.

Students in the High school or College may be regular or special students. A regular student is one who pursues regular courses leading to a diploma or a degree. A special student is one who pursues a special course accepted by the Faculty. Special students are assigned to a class the same as regular students.

If, after examination, it is found that a student is deficient in not more than two studies, he may be assigned to his class conditionally until the deficiency is made up. But, if it is found that he is deficient in more than two of his studies, he will be put back one year in his course, or dropped from the rolls at the option of the authorities.

For persistent neglect of study, irregularity in attendance, inability to keep up with his class-work, or failure to maintain his proper class standing, or from any other cause, a student may be dropped from the rolls.

Punctuality and regularity in attendance are required of all. When a student has been absent from a class or from school three times without an acceptable excuse, or when he has been absent three times in succession without notifying his teacher, his name will be dropped from the rolls as discontinued. To regain his standing he must apply to the President.

THE WORK IN THEOLOGY.

The course in Theology forms a continuous chain, beginning with the Preparatory school, continuing through the High school, and ending in the College. The exercises and principles set forth are based on the doctrines and ordinances authorized and taught by the Church of Jesus Christ of Latter-day Saints. The whole is so arranged that it may be progressively pursued. A course in Ethics is also provided to meet requirements of non-members who do not wish to study Theology.

All male students holding the Priesthood are classified into quorums according to the office of the Priesthood held. These various quorums conform as nearly as possible in organization,

spirit, and exercises to the rules and practices of the Church, and meet bi-weekly.

Lady students have a separate organization; and meetings are held while the Priesthood quorums are in session. In these meetings subjects suitable to their sex are presented by lady instructors.

Meetings for lay members and non-members of the Church are also held at the same time as the Priesthood meetings, at which lectures are delivered on topics profitable and interesting to a mixed class.

Testimony meetings are important factors of the theological instructions. These are held bi-weekly, and serve an admirable purpose in cultivating a testimony of the Gospel and affording practice in public speaking.

In the Sunday Normal school, which meets every Sunday morning, normal courses are offered in Sunday school, Mutual Improvement, Primary association, Kindergarten, and Religion-class work; also a course for missionaries.

The remark is often made by both strangers and students that a hallowed influence prevails in the institution. This must be attributed to the spirit of the Gospel developed as a result of the theological and moral teachings imparted daily.

Aside from the class work, a personal labor is undertaken with those who are inclined to be wayward, so that many a reckless youth is brought back to the paths of virtue.

BOARD AND ROOMS.

Students find good accommodations in private houses. Board and rooms range in price from $2.50 to $3.50 per week. Many students prefer to rent rooms and board themselves, thus greatly reducing their expenses. The rent of rooms ranges from $1.50 to $4.00 per month.

Those desiring information or assistance may write to the Secretary of the Brigham Young Academy, Box C, Provo, Utah.

LABORATORIES.

Until further notice all work offered in Physics and Chemistry will be given in the laboratories named below.

The Holt Laboratory of Physics.—This laboratory is maintained by the Holt family, and is well supplied with apparatus for illustrating physical phenomena, and for determining the general laws of physics. The equipment for the department of Electrical Engineering includes experimental dynamos and motors, primary and secondary batteries, ammeters, galvanometers, voltmeters, resistance coils, and arc and incandescent lamps. A special room in the Physical laboratory is set apart for experiments in electrical engineering, such as setting up dynamos and motors, measuring resistances, and work in photometry.

The Magleby Laboratory of Chemistry.—This Laboratory is maintained by the Magleby family. Ample facilities are here afforded for practical demonstration of the theories taught in the class room. Apparatus has been provided for the elementary work, for qualitative and quantitative analysis—such as the technical examination and analysis of ores and minerals,—and for special work in organic chemistry.

The Beckstead Laboratory of Mechanics.—This Laboratory was founded and is maintained by the Beckstead family. It is at present supplied with tools and machinery for the simpler branches of woodwork. It has already become a popular workshop for students and promises great results in mechanical training. A department for work in iron is one of the additions contemplated in the near future.

The Hinckley Laboratory of Natural Science.—This Laboratory was founded by the Hinckley family in 1902. It is equipped at present for work in elementary biological science.

SCHOOL EQUIPMENT.

LIBRARIES.

The General Library.—This consists of 6,058 bound volumes and about 7,000 pamphlets, maps, and charts. The books have been selected with care and with special reference to the needs of the school, and include works on general literature, science, art, physiology, philosophy, pedagogy, antiquities, and history, as well as reports of the Bureau of Education, of state superintendents, of schools in the different states of the Union, and of the government geological and geodetic surveys.

Library of the Class of '97.—This is a library of philosophical works founded by the Class of '97, and comprises now 243 volumes. The aim is to place within the reach of the students the best works in philosophy published in the English language.

The Marie Leland Library, founded by F. Warren Smith in honor of his maternal grandmother, contains 902 bound volumes and several hundred pamphlets. Among them are books in six different languages. Besides works on general subjects, there are the following works on science: Jaresberichte fur Chemie, 64 volumes; Berichte der Chemischen Gesellschaft zu Berlin, 79 volumes; Zeitschraft fur Analytische Chemie, 19 volumes; Jahresberichte der Reinen Chemie, 9 volumes.

Library of the Class of '98.—This is a theological library; it has now about 680 volumes, and aims to supply the students with all the Church works and the principal works of all denominations.

Library of the Class of 1900.—A library of General Literature which has been catalogued since February, 1900, and has a collection of 200 volumes. The aim of the class is to collect, as far as possible, works of the best authors, both American and English. Twelve volumes of Matthew Arnold's books have been added this year.

Library of the Class of 1902.—This is an historical library. It was founded January 8, 1900, and contains 302 works, including the American Statesman series of 27 volumes, and the Famous Nation series of 20 volumes.

Library of the Class of 1903.—A scientific library, founded in February, 1900. It contains 298 volumes, treating on the three great branches of natural science,—geology, botany, and zoology. It is the aim of the class to contribute $100.00 each year for five years toward a library fund.

Library of the Class of 1904.—A pedagogical library, founded in 1901 and comprising 189 volumes on psychology and theory of teaching.

Library of the Class of 1905.—This is a library of American Antiquities, founded in the year 1902 and forming the beginning of a collection which, it is hoped, will have a rapid growth. The class is working earnestly to that end.

Library of the Commercial Graduates.—A library of Economics and Sociology, founded during the year 1903. It is not to be the contribution of any one class, but of all Commercial graduates hereafter; whence it is safe to predict for it a prosperous future.

Rules and Regulations.—All books, whether in the general library or in class libraries, are for the use of the students and the Faculty. Strict rules and regulations, however, govern this use, to the end that loss or destruction of books may be avoided. The applicant signs a request stating the title, volume, and shelf number, which request is kept on file till the volume is returned. Under certain regulations, to be given on application, the public may have access to the library. The library doors are open every day from 8 a. m. till 5 p. m. during regular school days.

JOURNALS AND MAGAZINES RECEIVED.

TITLE.	WHERE PUB.	CONTRIBUTED BY
Congressional Record	Washington, D. C.	U. S. Dept. Int.
Official Gazette.....	"	"

TITLE.	WHERE PUB.	CONTRIBUTED BY
Delineator	New York	B. Y. Academy.
Typewriter and Phonographic World	"	"
Success	"	"
McClure's	"	"
Cosmopolitan	"	"
Munsey's	"	"
Scientific American	"	"
Amer. Review of Reviews	"	"
Library Journal	"	"
Current Literature	"	"
Bookkeeper	"	"
Outlook	"	"
Teachers' Wrold	"	"
Health Culture	"	Publishers.
Carpentry and Building	Washington, D. C.	B. Y. Academy.
Literary Digest	"	"
American Primary Teacher	Boston	"
Truth	Salt Lake City	Publishers.
Intelligence	Chicago	B. Y. Academy.
Journal of Geology	"	"
Saints' Herald	Lamoni, Ia	Publishers.
Kindergarten Review	Springfield	B. Y. Academy.
Spectator	Salt Lake City	Publishers.
Der Stern	London, Eng	F. W. Smith.
Nat'l Geological Magazine	Berne, Switz	Publishers.
Nat'l Geographic Magazine	New York	B. Y. Academy.
Young Ladies' Magazine	Salt Lake City	Editor.
Mutual Improvement Era	"	M. I. A.
Character Builder	"	Publishers.
The Etude	Philadelphia	B. Y. Academy.
Moderator	Lansing, Mich	Publishers.

Besides the above magazines and journals, the Salt Lake papers and the county papers throughout Utah, and many local papers of the adjoining states, are at the disposal of the students, the contributions, for the most part, of the respective publishers.

MUSEUM.

The Museum is rapidly becoming an important feature in the department of Natural Science. Among the notable exhibits is a collection of 600 birds from Mexico, Central America, and South America, made by the Exploring expedition. There are also excellent collections in Mineralogy, Geology, and Physical Geography, which are constantly being increased. Friends, patrons, and students of the institution are respectfully invited to make such donations and contributions to this department as their kindness and ability will suggest. A record of such contributions will be kept in the archives of the Academy, and will be open for inspection at any time. In sending specimens state the name of the donor, the place where the specimen was found, and add such other facts as will be of interest to the student.

GYMNASIUM.

Physical vigor is the basis of all moral and bodily welfare, and a chief condition of permanent health. The object of gymnasium work is to promote muscular exercise and recreation for students whose health might otherwise be impaired by too close application to study. The exercises are under the control of the Director of the Gymnasium. While work in this department is not compulsory, students are advised to select the course and thereby promote health. The aim is to correct bad habits in breathing and personal bearing, and special exercises are arranged for this purpose. No one system of physical culture will predominate, but such a selection will be made from the Swedish, the Delsarte, and the German methods, as will suit the needs of students electing the course. Separate classes are conducted for young men and young women, respectively, each under a well-trained instructor.

THE CAMPUS.

Opportunities for sports and contests are amply provided in the Academy athletic field, three blocks west of the High school

building, and on Temple hill, a quarter of a mile to the northeast. Both these fields the city has generously turned over to the use of the school; and the Athletic association has taken steps to adapt them to the purposes in hand.

THE GROUNDS.

Not least important of the adjuncts of the school, especially from the point of view of aesthetic culture, are the grounds immediately surrounding the buildings. These have been arranged into groves, lawns, shaded walks, flower gardens, and shrubbery, forming one of the attractive spots in this city of gardens. Improvements are constantly going on in these directions.

SCHOOL SOCIETIES.

THE POLYSOPHICAL SOCIETY.

The Society was organized during the first semester of the second academic year, the purpose being to furnish opportunities for profitable recreation and to encourage public speaking on the part of the students. During the past two years, however, the Society has assumed more the character of a lecture bureau, aiming to bring before the students and patrons of the Academy the best available talent in the lecture and music field. The lecture calendar is made up early in the semester, and season tickets are sold to members at a nominal sum. The Society has proved to be one of the Academy's best aids to a general education.

THE PEDAGOGIUM.

The Pedagogium is a Normal organization. It affords the students a practical opportunity of presenting their views and ideas on subjects considered in the class room. Presentation

of subjects in lecture form is emphasized, the purpose being to prepare students for public speaking. Lectures by eminent educators are given on special subjects of interest to young teachers. Current events are presented at each session and questions bearing on pedagogical subjects are answered. Papers on live subjects are read and discussed by the society. Vocal and instrumental music, recitations, and readings form an interesting part of the program. The society is presided over by officers selected from among the students, but is under the direction of a member of the Faculty. The society meets bi-weekly.

THE LITERARY SOCIETY.

This organization is primarily for the benefit of the classes in English, Elocution, and Literature, though membership is not confined to these classes. Its programs consist of the reading of the lighter classics and plays, the delivery of original work in composition, and the holding of literary contests in stories, lectures, sermons, orations, and debates. The purpose is to cultivate the literary taste of students, and to furnish opportunity for acquiring facility in public speaking. It is essentially a students' organization; students preside over its meetings, and students, for the most part, furnish its programs. By the latest revision of the constitution and by-laws, a prominent feature in the future will be the promotion of inter-collegiate literary contests. The Society meets every Saturday night.

MUSIC RECITALS.

This is an organization of the more advanced students in music. Its purpose is to study classic selections. The society meets on Fridays, for an hour's recital by the instructors and leading students in Music. Admission to these recitals is free, the only qualification being the ability to appreciate the work done. During the past year the programs have been largely attended by the music-loving people of Provo.

PARENTS' CLASS.

One of the greatest lines of the world's work lies here before us: the understanding of little children in order that they may be trained in the home life. Correctly understood, it demands of parents the highest endeavor, the broadest culture, the most complete command of self, and the understanding of their resources and environment. Parents have responded so earnestly to the opportunity of investigating what Froebel has called the science of parenthood, that a course of work and study has been arranged so as to include some part of the kindergarten system which will aid them in understanding their children. These classes are organized for parents who feel their inability to do the highest work with children, who wish to develop the instinct implanted in the child at birth, who desire the help which the experience of other parents may bring. They are quite as valuable to primary teachers, Sunday school workers, and all others who wish to be helpful to little children. These courses occupy one evening each week. This year meetings will be held every Wednesday evening.

SPEECH IMPROVEMENT CLUB.

This is an organization of students specially interested in elocutionary studies. Meetings are held every two weeks. Programs consist of essays, narratives, lectures, debates, recitations, and orations, with special attention to delivery. The members not reciting act as critics, and a discussion of the merits and defects of the speaker follows each number. Occasionally an open session is announced, to which all students and teachers are invited. On such occasions the critical features are omitted, the programs being regarded as exhibitions of progress.

LECTURE BUREAU.

Under the auspices of the Polysophical society, the Parents' class and the various other societies, the following lecturers have, during the year 1902-1903, appeared before the students on the subjects named:

Apostle Reed Smoot, "The Chance for Poor Boys to Achieve Success," September 24.

Apostle John W. Taylor, "Obedience: Its Value in the Home, the Church, and the Nation," October 1.

Mr. George A. Smith, "Chastisement," October 8.

Mr. Nephi Morris, "Effort, the Only Road to Success," October 22.

Mrs. LaBelle Brooks Vincent, "Wonders of the Alaskan Coast," October 25.

Apostle John Henry Smith, "Mary, the Mother of Jesus," October 29.

Dr. Kingsbury, "The Boys," November 5.

Professor A. C. Lund, "An Evening With Schubert," November 12.

President Cluff, "Proper Aims in Education," December 3.

Mr. S. B. Young, "The Beauty of Growing Old Pleasantly," December 10.

Prof. George M. Marshal, "Pepys' Diary," December 13.

Mr. David Evans, "The American Woman," December 17.

Professor Marshall, "The Relation of Parent to Teacher," January 7.

President A. H. Lund, "People and Customs in the Holy Land," January 14.

State Superintendent A. C. Nelson, "Educational Value of the Myth, Fable, and Fairy Tale," January 21.

Judge Theo. Botkin, January 28.

Prof. Patty, "Wonders of Liquid Air," February 4.

William E. Rydalch, "Abraham Lincoln," February 12.

Miss Miriam Nelke, "An Evening With One of the Famous Writers," February 25.

Dr. J. M. Tanner, "We Receive to Give," March 4.

Mr. W. D. Livingstone, "The American Home," March 11.

Miss Ellen M. Stone, "Captivity Among Brigands," March 15.

Professor J. T. Miller, "Moral Education," April 1.

Mr. S. H. Clark, "Ulysses" (Mr. Philip's play), April 25.

Captain Richmond P. Hobson, "The United States Navy," April 28.

Miss May Rachel Baker, "An Elocutionary Recital," May 16.

President Benj. Cluff, "Book of Mormon Lands" (Illustrated), May 17.

DOMESTIC ORGANIZATION.

GENERAL AIMS.

The disciplinary part of the Academy is placed as much as possible in the hands of the students, with a view to developing in them the power of self-government. Obedience to the necessary rules and regulations is enjoined upon all, both in and out of school; but students are taught to yield obedience from a sense of duty and right. As soon as a student demonstrates his inability to govern and control himself, he is labored with by the Domestic officers (leading students) and by the Faculty. If, however, he persists in disobedience, and shows a lack of proper self-control, he is suspended or expelled at the discretion of the authorities.

ORGANIZATION.

The Domestic organization is the disciplinary part of the Academy in and out of school. A Senior is appointed over each boarding houses, whose duty it is to see that everything in that boarding house is in order; and should there be disorder and confusion, it is his duty to report immediately to the proper authorities. Domestic visitors are appointed whose duty it is to call upon students at their boarding houses and aid the Seniors in their work. The duty of the Domestic officers is to see that students are properly cared for, have proper facilities for study, and are pursuing with diligence and profit their respective studies; also that proper hours are kept, and no evil is tolerated among the student body.

With the beginning of last year (1902-1903), an important change was made in the organization. Students from a certain definite area—say a stake, or. where the number in attendance

were fewer, a number of adjacent stakes—were organized into a Stake association, and presided over by a president and two counselors chosen from among the students of the stake. Twenty-six such associations composed the Domestic organization last year. By this adjustment, a very strong disciplinary influence was brought to bear upon the wayward, through local community pride of behavior; moreover, the active co-operation of the stake ecclesiastical authorities was also secured thereby,—especially when it became apparent that their young people were being directly trained for active duties in the ward organizations at home.

RULES AND REGULATIONS.

It is assumed that students will conduct themselves, under all circumstances, as ladies and gentlemen, and that they will enter school for the sole purpose of getting an education. If students justify these assumptions by their conduct; if they pursue their studies with diligence; and if they show that they have come for the express purpose of getting an education—they will find everything in the organizations of the Academy to aid and assist hem. The following rules and regulations are intended merely as a guide, not as a complete code:

1.—All students are subject to the rules and regulations both in and out of school.

2.—Profanity and obscenity in every form are strictly forbidden.

3.—The use of strong drink and tobacco is not allowed.

4.—Students may not attend public or private parties not under control of responsible parties. It is recommended that students attend no parties not under the control of the Academy.

5.—Irregularity in habits, keeping late hours, having improper associates, and visiting places of questionable repute, are strictly forbidden.

6.—All students are expected to be diligent in their studies and regular in attendance at exercises and classes.

7.—Where two or more students reside in one house, one of them will be appointed Senior.

8.—No student can honorably discontinue attendance, except at the close of a semester, without obtaining from the President an honorable release.

9.—In case of injudicious expenditure of means, any student may be called to account by the President.

10.—Persons having complaints against students should report the same while such students are in attendance.

11.—Violation of any of the rules of the Academy lays the offender liable to suspension or expulsion.

12.—Students will be held responsible for the cost of any damage done by them to the property of the institution.

THE STUDENT BODY.

This is an organization effected by the students themselves. Aside from its general purpose as a voice or medium of the student body in their relation to other schools, it is a powerful adjunct to the Domestic organization in maintaining proper order and decorum. Its function as a disciplinary body grows naturally out of the conception that the best governed school is that which governs itself, just as the best governed individual is he who has perfect self-control. Its efficiency has been demonstrated on more than one occasion, when it has taken a definite stand with reference to questions of moral conduct. It is self-evident that the discipline most effective for any student is that which is meted out by his fellow students. Indirectly, also, students are fitted by such kindly surveillance of their fellow students, as no other training could fit them, for the responsible duties of citizenship.

The College.

GENERAL INFORMATION.

FEES AND EXPENSES.

Fees and tuition charges are payable in advance. To students entering the College from the High school, the only charge will be an annual expense fee of five dollars and a library fee of one dollar. To others there will be in addition a charge during the first year of $15.00 for a Life-membership certificate in the course leading to the degree of Bachelor of Pedagogy, and of $20.00 for a Life-membership certificate in the course leading to the degree of Bachelor of Science. Degrees cost $10.00 each. Laboratory fees are as follows: In Chemistry, per semester, $3.00; in Physics, $2.00; in Botany, $2.00; in Zoology, $1.50; in Woodwork, $2.50.

ENTRANCE REQUIREMENTS.

Entrance examination will not be technical, but sufficiently searching to ascertain the candidate's ability to pursue profitably the course of instruction offered in the department he desires to enter. Students who have finished the four year's work in the Normal school will be admitted without further examination, for the courses leading to the degree of Bachelor of Pedagogy; those who have finished the four years' work in the Science courses of the High school may enter without further examination upon the courses leading to the degree of Bachelor of Science.

Students who have completed high school courses in any first-class high school, requiring four years' work of nine months

each, or in any preparatory university school, may on presentation of certificate or diploma be admitted without examination: provided that for the course in Pedagogy they must have had work equal to our Psychology A and B, and our Theory of Teaching A and B (see Normal school); and for the courses in Sciences, they must have had work equal to five hours each in Physics, Physical Geography, Botany, Zoology, and Physiology.

EXAMINATIONS.

Students entering on examination must pass satisfactorily in the following branches:

English Language.—A thorough analytical knowledge of English grammar and the elementary principles of rhetoric; ability to write a composition—narrative, descriptive, or expository—of not fewer than one thousand words, correct in orthography, sentential structure, and paragraphing; subject to be chosen by examiner from some department of information with which the student is familiar.

English Literature.—Familiarity with ten English and ten American classics, including their historical setting, according to Pancoast's "Introduction to English Literature," or an equivalent.

Mathematics.—(a) Algebra, fundamental rules. Fractions, Simple Equations, Involution, Evolution, Radicals, Quadratic Equation. (b) Geometry, Plane and Solid. Recommended: Wells' series in Algebra, and Plane and Solid Geometry.

Botany.—Practical exercises in the study of common plants so conducted as to gain the essential facts of vegetable morphology, physiology, and their relationship. Bergen's "Foundations of Botany" is recommended.

Physics.—An amount equal to that covered by Carhart and Chute's "High School Physics."

Chemistry, Geology, Zoology, Physiography.—Any three of these subjects may be presented. The work required will cover one semester, five hours a week. Recommended: Remsen's

"Briefer Chemistry," Davenport's "Zoology," "Brigham's "Geology," and Davis's "Physical Geography."

History.—(a) General History as presented by Myers, or an equivalent. (b) United States History, Channing's "Students' History," or an equivalent. (c) Civics, Fiske's "Civil Government," or an equivalent.

French, German, Spanish.—Any two of these subjects may be offered. The examination will cover an equivalent of one year's work, five hours a week. Candidates must be able to read at sight easy prose and poetry, and translate from English into the foreign language, and from the foreign into the English language.

Psychology and Theory of Teaching.—Work in each equal to one semester, five hours a week. James' Psychology, briefer course. Putnam's Manual of Pedagogics. These courses are required only for students entering the course in Pedagogy.

NOTE.—Where a candidate is prepared in all subjects required save three, he may enter on condition. In one year, however, after entering, this condition must be worked off. The conditioned studies may be pursued in the High school.

GRADUATION.

Students who have successfully completed the courses prescribed for College graduation will, upon recommendation of the President and two-thirds of the members of the Faculty, receive from the Board of Trustees the degree to which their courses lead. These degrees will not be conferred for faithful labor alone. Candidates must show ability to conduct independent investigation; to which end a thesis of not fewer than three thousand words, on a subject chosen from their major courses and approved by the President, must be written and submitted to the Faculty. Theology or Ethics is a required study during each semester of attendance.

COURSES LEADING TO DEGREES.

Two courses are offered in the College leading to degrees. First, a course in Pedagogy leading to the degree of Bachelor of Pedagogy (B. Pd.). Second, a course in Science and collateral branches leading to the degree of Bachelor of Science (B. S.).

BACHELOR OF PEDAGOGY.

To obtain the recommendation of the Faculty for the degree of Bachelor of Pedagogy, the student must have one hundred and two hours' credit, which must include all the work offered in the department of Pedagogy; the remainder are to be elected from the College courses by the advice and suggestion of a member of the Faculty appointed to act as special advisory teacher for such student.

BACHELOR OF SCIENCE.

To obtain the recommendation of the Faculty for the degree of Bachelor of Science, the student must have one hundred and two hours' credit, thirty hours of which must be elected from some one department, the remainder to be elected from collateral courses by the advice and suggestion of a member of the Faculty appointed as special advisory teacher of such student.

SPECIAL COURSES.

The degree of Bachelor of Science in Mechanical, Electrical, Civil, and Mining Engineering, respectively, is not offered during the year 1903-1904, though the work hitherto announced as leading to a degree in these courses is still offered.

DEPARTMENT OF THEOLOGY AND ETHICS.

THEOLOGY.

1. **Principles of the Gospel.**—Considered philosophically. Theology, the Science of God, His being, His attributes, and His works. Lectures, discussions, essays, individual readings, and researches. Three hours, first semester.—George H. Brimhall.

2. **Principles of the Gospel.**—Philosophy underlying the Gospel ordinances and the general organization of the Church. Comparison of the doctrines of the Church of Jesus Christ of Latter-day Saints with those of other denominations. Three hours, second semester.—George H. Brimhall.

3. **Church Government.**—Historical development; organic structure; officers; powers, and functions. The Doctrine and Covenants is used as a text-book, supplemented by other standard works of the Church Three hours, first semester.—Prof. Keeler.

4. **Church Government.**—Councils and Quorums of the Church: The First Presidency; the Council of the Twelve Apostles; the Seventies; the Presiding Patriarch; the Presiding Bishopric; courts and judicial councils of the Church; councils and quorums of the stake and the ward, and the auxiliary organizations of the Church. Three hours, second semester—Prof. Keeler.

5. **Seminary in Theology.**—Students will make original investigations, and write the results in the form of theses. To this end special arrangements are made whereby they have free access to the Academy's large theological library. Three hours, first semester.—Work directed by President Cluff.

6. **Seminary in Theology.**—Continuation of course 5. Three hours, second semester.—President Cluff.

ETHICS.

1. **The Law of Obligation.**—This course deals with the theory or fundamental elements of morality; the relativity of good and bad; the law of conscience ;and the supremacy of the will. Three hours, first semester.—E. D. Partridge.

2. **Ethical Philosophy.**—The evolution of moral ideals: God as the standard of ethical ideals; and the influence of such ideals upon the life of the individual, and upon the morality of the world. Lectures. Three hours, second semester.—E. D. Partridge.

DEPARTMENT OF ENGLISH.

ENGLISH.

1. **Poetry.**—The course begins with a somewhat exhaustive study of Prosody and proceeds with the analytical study of famous poems. The aim is to realize the embellishments of rhetoric in their native settings. Instruction and drill in effective reading for the home circle forms part of the course. Gummer's "Hand Book of Poetics" will be used as a text-book, supplemented by selections from the English Classic Series. Two hours, second semester.—Ass't-Prof. Reynolds.

2. **Principles of Vocal Expression.**—Courses D and J of the High school or their equivalents required. This course aims to make effective public speakers. To this end constant drill is given in personal bearing ,gesture, self-control, the cultivation of voice and nerve energy, grouping, inflection, tone-color, force, rythm, and melody. Fulton and Trueblood's "Practical Elocution." Three hours, first semester.—Walter Cluff.

3. **Development of Expression.**—Continuation of course 2. A general culture course for the development of vitality and power in expression; especially as related to the delivery of original lectures, sermons, and orations. Same text. Three hours, first semester.—Walter Cluff.

4. **History of American Literature.**—This course follows the plan of Painter's "Introduction to American Literature," and is supplemented by critical reading of American classics. Five hours, second semester.—Ass't-Prof. Reynolds.

5. **History of English Literature.**—This course follows the plan of Pancoast's "Representative English Literature," and is supplemented by critical reading of English classics. Five hours, first semester.—Ass't-Prof. Reynolds.

6. **History of English Literature.**—A continuation of 5. Five hours, first semester.—Ass't-Prof. Reynolds.

7. **Chaucer.**—A study of Chaucer, including a consideration of the Middle English Literature and Chaucer's pronunciation. Two hours, first semester. (Not offered during 1902-1903.)

8. **English Drama.**—This course is devoted to a study of the English drama; dramatic technique; and a critical study of the Shakesperean drama. Five hours, second semester.—Ass't-Prof. hours, first semester.—Ass't-Prof. Reynolds.

9. **Advanced Rhetoric.**—This is a repetition of course G of the High school, for the benefit of students who have not taken the higher work in rhetoric. The course deals with the principles of invention, special attention being given to the preparation of lectures, sermons, theses, and essays. Genung's "Working Principles of Rhetoric" and Lewis's "Specimens of the Forms of Discourse." Two hours, first semester.—Prof. Nelson.

10. **Advanced Rhetoric.**—Continuation of course 9. Special attention given to the principles of argumentation. Same texts as in course 9. Two hours, second semester.—Prof. Nelson.

DEPARTMENT OF FOREIGN LANGUAGES.

GERMAN.

1. **German Composition.**—Drill in writing stories, anecdotes, etc., from memory. Reading of texts from Baumbach, Seidel,

and Helene Stoekl. The object in these courses in German is to make students familiar with the spirit and genius of the language. Five hours, first semester.—Prof. Andelin.

2. **German Composition.**—Composition work continued. Reading and translation of German classics. Five hours, second semester.—Prof. Andelin.

3. **German Literature.**—Bernhardt's "Litteratur Geschichte" studied in connection with reading of masterpieces of principal authors. Comparison of style and diction. Five hours, first semester.—Prof. Andelin.

4. **German Classics.**—Reading of Goethe's Meisterwerke. Original composition and critical grammar. Five hours, second semester.—Prof. Andelin.

DEPARTMENT OF ENGINEERING.

WOODWORK.

1. **Advanced Woodwork.**—Cabinet-building, theory in house-finishing, harmony and proportion, plain stair-building, and a general line of the most practical exercises. Four hours' practice each week required. Hours of credit and work arranged with instructor. First and second semesters.—Orson D. Campbell.

2. **Advanced Woodwork (continued).**—Theory of building from drawings, with practical illustration in roof building, in plain and complicated forms, and a general line of carpenter work. One year in draughting is required. Four hours' practice. Hours of credit and work arranged with instructor. First and second semesters.—Orson D. Campbell.

3. **Pattern-making.**—Instruction in the making of patterns for castings. Hours arranged with the instructor.

IRON WORK.

1. **Foundry Work.**—Practice will be given in moulding in sand, preparatory to running off heat. Pattern made by students will be moulded and cast, students assisting in all the steps. Not given during 1903-4.

2. **Forge Shop.**—Different steps of blacksmithing will be explained, and students will make many articles, such as chains, hooks, chisels, tongs, ladles, etc. Special stress placed upon the subject of tempering steel. Not given during 1903-4.

3. **Machine Shop.**—Practice will be given in the use of machines, in the construction of machinery. Students may, if they wish, build an engine, dynamo, or any other machine. Not given during 1903-4.

DRAUGHTING.

1. **Mechanical Drawing.**—Use and care of instruments. Mounting of paper. Drawing of plane and geometrical figures. Practice in lettering. Drawing parts of simple machines. Required, Draughting A and B, and Geometry 1. Four hours, second semester.—Prof. Partridge.

2. **Machine Design.**—This course begins with the designing and drawing of the elementary parts of machines. Plan and elevation drawings. Methods of representing sections. Four hours' first semester.—Prof. Partridge.

3. **Machine Design.**—Continuation of 2. Blue prints. Tracing. Finishing drawings for the pattern shop. Required, Draughting 2. Four hours, second semester.—Prof. Partridge.

4. **Architectural Drawing.**—Study of the ancient and modern style of architecture. Principles of perspective. Required, Draughting 1. Four hours, second semester.

5. **Architectural Drawing.**—Continuation of 4. Invention of design. Drawing of fences, out-buildings, plans of grounds, stores, bridges, dwellings, etc. Required, Draughting 4. Four hours, second semester.—Prof. Partridge.

SURVEYING.

1. **Chain Surveying.**—Methods of triangulation, ranging outlines, overcoming obstacles, and mapping and plotting from data furnished by field work. The latter half of the semester is devoted to the use and care of instruments, and to the elements of topographical drawing. Methods of determining areas, recording fieldnotes, and establishing fixed lines. Trigonometry A is required. Five hours, first semester.—Prof. Tanner.

2. **Plane Surveying.**—Laying out and dividing land. Plane table surveying, government surveying, city surveying, legal aspect of government surveying, and leveling. The latter half of the semester is devoted to practical field work. Engineering 16 is required. Five hours, second semester.—Prof. Tanner.

3. **Railroad Surveying.**—Survey, location, and construction of railroads. The work will consist of operations in the field, plotting of field-notes, and making finished drawings of the field operations. Three hours, second semester.—Prof. Tanner.

4. **Topographical Surveying.**—Transit and Stadia. Plane table, field-work, and drawing. Three hours, second semester.—Prof. Tanner.

DEPARTMENT OF MATHEMATICS.

ALGEBRA.

1. **Advanced.**—Continuation of C. Fisher & Swat's "Higher Algebra" completed. Required, Algebra C. (See High school.) Three hours, first semester.—W. F. Ward.

TRIGONOMETRY.

1. **Plane and Spherical.**—Wells, "New Plane and Spherical Trigonometry" complete. Three hours, second semester.—Caleb Tanner.

GEOMETRY.

1. **Descriptive.**—Problems relating to the point, line, and plane. Surfaces of revolution. Intersection and development of solids. Shades and shadows. Three hours' recitation and two hours' drawing. Required Trigonometry A and preferably Mathematics 1. Five hours, second semester.—W. F. Ward.

HIGHER MATHEMATICS.

1. **Analytic Geometry.**—Relations between equations and their loci. Construction of the straight line, transformation of co-ordinates, the circle, parabola, ellipse, hyperbola, equation of second degree, higher plane curves, and an introduction to solid analytics. Required, Trignometry 1. Tanner and Allen's text-book will be used. Five hours, second semester.—Prof. Partridge.

2. **Differential Calculus.**—Differentiation of elementary forms, expansion of functions, maxima and minima, tangents and normals, asymptotes, contact and curvature, curve tracing. Required, Mathematics 1. McMahon and Snyder's "Differential Calculus" will be used as a text. Five hours, first semester.—Caleb Tanner.

3. **Integral Calculus.**—Relation between differentiation and integration, methods of integration, geometrical applications in finding areas, lengths of curves, volumes of solids, and an introduction to ordinary differential equations. Required, Mathematics 1. Murray's "Integral Calculus" will be used as a text. Five hours, second semester.—Caleb Tanner.

4. **Quaturnians.**—An elementary course as given in Hardy's "Elements of Quaturnians." Three hours.—W. F. Ward.

5. **Theory of Equations.**—An advanced course, with Burnside and Panton's "Theory of Equations" used as a text. Required, Mathematics 3. Five hours.—W. F. Ward.

6. **Differential Equations.**—An elementary course in ordinary and partial differential equations. Murray's "Differential

Equations" will be used as a text. Required, Mathematics 3, and preferably Mathematics 5. Five hours.—Prof. Partridge.

7. Solid Analytic Geometry.—Aldis' "Solid Geometry" used as a text. Five hours.—Prof. Partridge.

8. Projective Geometry.—Covers the work included in Cremona's "Projective Geometry." Required, Mathematics 4. Three hours, first and second semesters.—Prof. Partridge.

9. Advanced Conic Sections.—Salmon's "Conic Sections" used as a text. Required, Mathematics 6. Three hours.—W. F. Ward.

10. Advanced Differential Calculus.—Todhunter's "Differential Calculus" used as a text. Required, Mathematics 8. Three hours.—W. F. Ward.

11. Advanced Integral Calculus.—Todhunter's "Integral Calculus" used as a text, supplemented by lectures. Required, Mathematics 9. Five hours.—Prof. Partridge.

12. Binary Quantics.—Elliott's "Algebra of Quantics." Required, Mathematics 11. Five hours.—Prof Partridge.

13. Theory of Functions.—Harkness and Morley's "Introduction to Analytic Functions." Five hours.—W. F. Ward.

14. Theory of Numbers. Portions of Matthews' "Theory of Numbers," with emphasis upon congruences and binary quadratic forms. Required, Mathematics 11. Five hours.—Prof. Partridge.

Note.—Applicants for Mathematics 4 to 14 inclusive may arrange time with instructor.

DEPARTMENT OF SCIENCE.

GEOLOGY.

1. **Lithology.**—A consideration of the common rocks, their physical qualities, mineral constituents, and geographical distribution. Two hours, first semester.—Prof. Hinckley.

2. **Paleontology.**—A study of the characteristic fossils of the successive geological periods. Special attention given to Utah formations and fossils. Three hours, second semester.—Prof. Hinckley.

3. **Economical Geology,** as applied to rock-forming minerals, materials of construction, building stones, relation of Geology to agriculture, health, metalliferous deposits, their geological position, etc. Written papers and laboratory work. Geology A and Chemistry A are required. Five hours, first semester.—Prof. Hinckley.

4. **Geological Biology.**—This course is open to all students who have completed Geology A or an equivalent. It is offered as an introduction to Paleontology. It will be carried on by means of lectures, readings, laboratory and field work. Special attention being given to a study of fossil forms, their life-history, and the evolution of our earth and its organisms. Williams' Geological Biology will be used as text. Botany A and Geology A, are required. Five hours, second semester.—Prof. Hinckley.

5. **Geology of Utah.**—With special reference to formation and economic products. This work will consist largely of careful research in the original monographs and geological reports of the United States Geological Survey. Field-work and individual collection. Five hours , first and second semesters.—Prof Hinckley.

6. **Crystallography.**—The work concerns itself principally

with an elementary discussion of the structure, form, and physical qualities of the common minerals. The laboratory work in this course will be based upon the collection of crystal models and natural crystals. Toward the close of the course chemical and determinative Mineralogy will be introduced, while in the laboratory the student will be taught the various blowpipe tests for the determination of the common minerals. Two hours' recitation and two hours in laboratory. Three hours' credit, first semester.--Caleb Tanner.

5. Mineralogy.—Required, course 4, or equivalent. In this course the general character of the common mineral species as chemical compounds is considered, together with an account of their association and geographical distribution. The laboratory work consists of blow-pipe and other chemical tests, applied by students to known and undetermined materials. Three hours' recitation, four hours in laboratory. Five hours credit, second semester.—Caleb Tanner.

ORNITHOLOGY.

1. Elementary.—This course will include a study of the common birds of Utah with special reference to their relation to agriculture. Laboratory and field work. Zoology A is required. Three hours, second semester.—Prof Hinckley.

PHYSICS.

1. Mechanics.—Heat, and static electricity. Mathematical demonstrations of physical laws. A knowledge of plane Trigonometry is indispensable. "General Physics" by Hasting and Beach. Five hours, first semester.—Prof. Hickman.

2. Electricity.—Magnetism, sound, and light. A continuation of course 1. "General Physics" by Hasting and Beach. Five hours, second semester.—Prof. Hickman.

3. Laboratory Course.—Experiments in general Physics. Use of instruments of precision in determining fundamental laws.

Austin and Thwing. Two hours, three times, first and second semesters.—Prof. Hickman.

4. **Electrical Measurements.**—Lectures and laboratory work. Measuring resistances, determining voltages and currents. Carhart and Patterson. Five hours, first semester.—Prof. Hickman.

5. **Electro-dynamic Machinery.**—Lectures and recitations. Theory of dynamos and motors. Testing for efficiency. Five hours, second semester.—Prof. Hickman.

6. **Electric Power Systems.**—A study of the arrangements and cost of different electric lighting and power systems. Testing arc and incandescent lamps for efficiency. Five hours, first semester.—Prof Hickman.

7. **Statics.**—Composition and resolution of forces, moments, couples, conditions for equilibrium, centre of gravity, machines, friction work. Required, Trigonometry A and preferably Mathematics 3. Five hours, first semester.—Prof. Partridge.

8. **Dynamics.**—Velocity, acceleration, motion under gravity, the laws of motion, impulse, work, energy, projectiles, collision of elastic bodies, the hodograph and normal accelerations. Required, Physics 7. Loney's Statics and Dynamics will be used as a text. Five hours, second semester.—Prof. Partridge.

CHEMISTRY.

1. **Qualitative Analysis.**—Lectures and laboratory work. Qualitative determinations of bases and acid radicals. Analysis of unknown substances. Five hours, first and second semesters.—Prof. Maw.

2. **Quantitative Analysis.**—Laboratory work. Quantitative determinations of the various elements contained in given substances. Five hours, first and second semesters.—Prof. Maw.

3. **Assaying.**—The treatment of ores of different metals. Determination of the value of gold, silver, and lead ores. Three hours, first and second semesters.—Prof. Maw.

4. **Organic Chemistry.**—Lectures and laboratory work. Five hours, first and second semesters.—Prof. Maw.

5. **Chemical Philosophy.**—Lectures and recitations. Open to those who have had courses A and 2. Three hours, first and second semesters—Prof. Maw.

6. **Metallurgy .** Consideration of the ores of the common metals. Practical methods now used in the extraction and refinement of the useful metals. Lectures and recitations. Requires: Chemistry, 2, 3, 4, and 5, and Geology A. (See High school.) Five hours, first and second semesters.—Prof. Maw.

DEPARTMENT OF HISTORY AND SOCIOLOGY.

HISTORY.

1. **Grecian History.**—Considers the political history, and the evolution of Grecian social and political ideas. Grecian art, philosophy, methology, and literature emphasized. Lectures and discussions. Myer's History of Greece used as a text. Five hours, first semester.—Prof. Swenson.

2. **Roman History.**—The aim of this course is to afford a study of the social and political institutions of Rome, with emphasis on the political organization, law, literature, and art. Decline of the Empire and rise of the Church. Morey's "Outlines of Roman History." Five hours, second semester.—Prof. Swenson.

3. **Mediaeval History.**—A general view of the Middle Ages. Considers the relations of the Christian church to the Pagan and Christian empires. Romanic and Saracenic influences on the Germanic civilization. Charles the Great and a theory of universal empire. Hildebrand and the theory of the universal church; the Feudal system, Crusades, and the origin of the mod-

ern nations of Europe. Fisher's "Mediaeval Europe." Five hours, first semester.—Prof. Swenson.

4. **English History.**—Aims to trace the social, political, and commercial development. Colonial expansion and its relation to European and American history. Larned's "English History" used as a text. Five hours, second semester.—Prof. Swenson.

SOCIOLOGY.

1. **General Principles.**—Historical origin of the various social systems that have appreciably affected the destiny of mankind intellectually, morally, or spiritually. Three hours, first semester.—Prof. Swenson.

2. **Modern Society.**—Special attention given to the forces now at work, moulding and shaping future social systems. Three hours, second semester.—Prof. Swenson.

ELEMENTARY LAW.

1. **Course in Blackstone.**—A careful consideration of the fundamental principles of common law as treated by Blackstone and collateral authors. Designed especially for young men desirous of taking up the profession of law. Three hours, first semester.—Wm. E. Rydalch, Esq.

2. **Continuation of A.**—Three hours, second semester.—Wm. E. Rydalch, Esq.

CONSTITUTIONAL HISTORY.

1. **Revolutionary Period.**—Formation of the Constitution, and early political history. Five hours, first semester.—R. A. Anderson, Esq.

2. **Reconstruction Period.**—States' rights, secession, and

later political history. Five hours, second semester.—R. A. Anderson, Esq.

DEPARTMENT OF PEDAGOGY.

PEDAGOGICS.

1. History of Pedagogy.—Lectures and reading of pedagogical literature. Brief outline of education among Oriental nations. Principles of Pedagogy down to the Reformation. Textbooks: Compayre's "History of Pedagogy." Students are required to prepare and present four essays on special topics. Requirement for this course: History C and D. (See High school.) Three hours, first semester.—Prof. Brown.

2. History of Pedagogy.—Taking up in detail the theories and practices from the Reformation down to the present time. Educational systems of France, Germany, England, United States, and Utah. Each student will be required to write and deliver a lecture on some leading topic of this course. Requirements: Pedagogics 1. Three hours, second semester.—Prof. Brown.

3. Philosophy of Education.—This is an advanced course in Pedagogics. Designed for those who are pursuing special studies in education. Lectures, supplemented by reading. Rosenkranz, Tate, and Spencer. Two hours, first semester.—Pres. Cluff.

4. Philosophy of Education.—Continuation of 3. Lectures, discussions, and essays. Texts: Herbart's "Science of Education," Hinsdale's "Art of Study." Lessons from Kellogg's "Educational Foundations." Two hours, second semester.—Pres. Cluff.

PSYCHOLOGY.

1. Advanced.—This course is intended to acquaint the student with the results of modern research and investigation into psychological problems. Lectures and supplemental readings. James' and Ladd's Psychologies, and Ribot's "German Psychology of Today." Pyschology A and B are required. Two hours, first semester.—Prof. Hickman.

2. Advanced.—Continuation of 1. Psychology of the curriculum. Two hours, second semester.—Prof. Hickman.

The Commercial School.

GENERAL INFORMATION.

FEES AND EXPENSES.

Note.—All fees and tuition are payable in advance.

Tuition.—First year, $45.00; every succeeding year, $15.00; for first semester only, $23.00; for second semester only, $27.00. The above tuition entitles the student to any of the commercial studies except Telegraphy; also any of the courses in the High school, Normal school, or College.

Special Courses.—Bookkeeping, per semester, $12.00; Shorthand, $10.00; Typewriting, $10.00; Shorthand and Typewriting, $15.00; Telegraphy, first semester, $8.00; Telegraphy, second semester, $10.00; Telegraphy, third semester, $15.00. All other studies at the rate of $6.00 per semester for a five hour course.

Fees.—An annual library fee of $1.00 is charged all students on entering. Graduation papers: Degree, $10.00; Diploma, $5.00; Special certificates, $1.00.

Board and Rooms.—Board ranges in price from $2.50 to $3.50 per week. Many students prefer to rent rooms and board themselves, thus greatly reducing their expenses. The rent of rooms ranges from $2.00 to $4.00 per month.

ENTRANCE REQUIREMENTS.

Students may enter at any time, though it is better to commence at the beginning of the school year, or with the beginning

of the second semester. Applicants for admission must be at least fourteen years of age, and when not admitted on certificate, must pass examination in the following branches:

Arithmetic.—Fundamental principles; Simple numbers; Fractions (compound and decimal); percentage and Interest. Werner's Arithmetic, Book III, or an equivalent.

Grammar.—Parts of speech, their uses and relations in connected discourse. Ability to analyze simple, complex, and compound sentences. A short composition may be required.

Geography.—Position, boundaries, coast lines, and chief ranges and rivers of grand divisions; principal cities of the world and the geography of the United States. Frye's complete Geography or an equivalent.

Reading.—Ability to read ordinary prose.

Spelling and Punctuation.—Ability to spell common English words and punctuate the simpler forms of sentences.

Note.—Candidates failings in no more than two of the above subjects will be permitted to enter with conditions. These conditions must be worked off before the opening of the next school year after entrance. Candidates who have completed the eighth grade work in any approved school may be admitted without examination on presentation of their certificates.

ROOMS AND EQUIPMENTS.

This year the Commercial school will have at its disposal all of the second floor of the main building, nearly half an acre of floor space, besides other class rooms. The Counting room is fitted with two elegant banks and a large number of offices. The Shorthand and Typewriting departments are also up to the full requirements of a modern commercial school. The Telegraphy department has been greatly enlarged to meet the demand of increasing numbers of students. In fact the equipment of each department with its various class rooms is complete, and it may be said in all candor that prospective students will find no better accommodations anywhere in the State.

CHOICE ENVIRONMENT.

A strong moral and spiritual character is prized by all men. He who possess it has a capital with which to begin business. The social side of man must also be developed. To be able to mingle freely with one's fellows and feel at ease is something greatly to be desired.

If there is any one feature above another that characterizes the Academy, it is the training given the youth along these lines. Even those not of the Latter-day Saint faith recognize the value of the moral and social influence prevailing here. Few young men and young women can come within the pale of this institution for any considerable length of time without being better equipped and made stronger for the battle of life. Parents may rest assured that the conduct of their sons and daughters will be carefully noted and proper counsel given when necessary.

GOVERNMENT AND DISCIPLINE.

The disciplinary part of the Commercial school is placed as much as possible in the hands of the students, with the view of developing in them the power of self-government. Obedience to the necessary rules and regulations is enjoined upon all, both in and out of school; but students are taught to yield obedience from a sense of duty and right. As soon as the student demonstrates his inability to govern and control himself, the Faculty comes to his assistance.

GRADUATION.

Students who have successfully completed the studies of the four years' business course will upon the recommendation of the principal and a two-thirds vote of the faculty, receive from the Board of Trustees, the degree of Master of Accounts, (M. Ac.) Upon the satisfactory completion of any one of the brief courses, or the Special Course in Shorthand and Typewriting, students

may receive a Diploma; and upon the satisfactory completion of the special course in Bookkeeping and Arithmetic they may receive a Certificate.

COURSES OF STUDY.

Courses of study have been arranged to meet the demands of the various classes of students who enter business colleges. There are some not prepared to take a four years' course, and, therefore, studies have been grouped so that these may have a larger range of choice.

1. A general four years' Commercial course, embracing nineteen different subjects, exclusive of electives. One hundred and forty-four hours's credit required for graduation.

2. A brief course in Bookkeeping, embracing ten subjects, exclusive of electives. Seventy-two hours' credit required for graduation.

3. A special course in Bookkeeping and Arithmetic. Forty hours' credit required for graduation.

4. A brief course in Shorthand and Typewriting, embracing ten subjects, exclusive of electives. Seventy-two hours' credit required for graduation.

5. A special course in Shorthand and Typewriting. Thirty hours' credit required for graduation. (This course is designed for second year students.)

6. A brief course in Telegraphy, embracing six subjects, exclusive of electives. Fifty-four hours' credit required for graduation.

FOUR YEARS' BUSINESS COURSE.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.)	3	Theology b (B. of M.)	3
Commercial Arithmetic a, or Com. Arith. a2	3	Commercial Arithmetic b., or Com. Arith, b2	3
English a (Minor Classics)	5	English b (Grammar)	5
Bookkeeping a	5	Bookkeeping b	5
Penmanship a	2	Penmanship b	2

Second Year.

Theology c (Life of Christ)	3	Theology d (Apostolic Age).	3
English c (Rhetoric)	5	English d (Rhetoric)	5
Algebra a, or	5	Business Correspondence a .	5
Com. Arith. c2	4	Bookkeeping d	5
Bookkeeping c	5	Spelling b	2
Spelling a	2		

Third Year.

Theology e (Old Testament)	3	Theology f (Old Testament)	3
English e (Classics)	3	English f (Classics)	3
Shorthand a	5	Shorthand b	5
Geometry a	3	Physical Geography b	3
History a	3	Elective	6
Physical Geography a	3		

Fourth Year.

Theology g (Hist. and Doc.)	3	Theology h (Hist. and Doc.).	3
English g (Adv. Rhetoric)	2	English h (Adv. Rhetoric) .	2
Civics a (Civil Government)	2	Law b (Commercial Law)	3
Commercial Geography	3	Economics b	3
Economics a	3	Civics b (Civil Government)	2

FOUR YEARS' BUSINESS COURSE (FOURTH YEAR)—CONTINUED.

First Semester.	Hrs.	Second Semester.	Hrs.
Law a (Commercial Law)	2	Law c (Parliamentary)	1
Shorthand c	5	Shorthand	5
		Elective	1

BRIEF COURSE IN BOOKKEEPING.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.)	3	Theology b (B. of M.)	3
Bookkeeping a	5	Bookkeeping b	5
Commercial Arithmetic a	5	Commercial Arithmetic b	5
Penmanship a	2	Penmanship b	2
English a (Minor Classics)	5	English b (Grammar)	5

Second Year.

Theology c (Life of Christ)	3	Theology d (Apost. Age.)	3
Bookkeeping c	5	Bookkeeping d	5
Civics a (Civil Government)	2	Civics b (Civil Government)	2
Economics a	3	Economics b	3
Law a (Commercial Law)	2	Law b (Commercial Law)	2
Spelling a	2	Business Correspondence a.	5
Elective	3		

SPECIAL COURSE IN BOOKKEEPING AND ARITHMETIC.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.)	3	Theology b (oBok of Mormon)	3
Penmanship a	2	Commercial Arithmetic b	5
Commercial Arithmetic a	5	Commercial Arithmetic c	2
Bookkeeping a	5	Bookkeeping c	5
Bookkeeping b	5	Bookkeeping d	5

BRIEF COURSE IN SHORTHAND AND TYPEWRITING.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.	2	Theology a (B. of M.)	3
Shorthand a	5	Shorthand b	5
English a (Minor Classics	5	English b (Grammar)	5
Penmanship a	2	Penmanship b	2
Typewriting a	2	Typewriting b	2
Elective	3	Elective	3

Second Year.

Theology c (Life of Christ)	3	Theology d (Apostolic Age)	3
Shorthand c	5	Business Correspondence a	5
Bookkeeping a	5	Civics b (Civil Government)	2
Law (Commercial Law)	2	Law c (Parliamentary)	1
Spelling a	2	Law b (Commercial Law)	2
Civics a (Civil Government)	2	Spelling b	2
		Shorthand d	5

SPECIAL COURSE IN SHORTHAND AND TYPEWRITING.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology c (Life of Christ)	3	Theology b (Apostolic Age)	3
Shorthand a	5	Shorthand c	5
Shorthand b	5	Shorthand d	5
English c (Rhetoric)	5	Typewriting b	2
Typewriting a	2	Business Correspondence a	5

Note.—Second year students only will be permitted to elect this course.

BRIEF COURSE IN TELEGRAPHY.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (Book of Mormon)	3	Theology b (Book of Mormon)	3

BRIEF COURSE IN TELEGRAPHY (First Year)—CONTINUED.

First Semester.	Hrs.	Second Semester.	Hrs.
Telegraphy a	5	Telegraphy b	5
Typewriting a	3	Penmanship b	2
Penmanship a	2	Spelling b	2
English a (Minor Classics)	5	Business Correspondence a.	5
Spelling a	2		
Elective	1		

Second Year.

First Semester.	Hrs.
Theology c (Life of Christ)	3
Telegraphy c	5
English b (Grammar)	5
Elective	7

EXPLANATION OF COURSES.

THEOLOGY.

A. Book of Mormon.—History of its coming forth and relationship of the various books composing it. Students will read first half, including Book of Ether. Reynolds' "Story of the Book of Mormon" may be used for reference. Three hours, first semester.—First section, President Cluff; second section, J. E. Hickman; third section, E. D. Partridge; fourth section, F. G. Warnick; fifth section, W. F. Ward; sixth section, E. H. Holt.

B. Book of Mormon.—External evidences of its divine authenticity. The doctrinal aspects of its teachings will be especially dwelt upon. Students will read second half and re-read didactic portions of the book. Orson Pratt's "Divine Authen- second semester. Same teachers as in Course A.

C. Life of Christ.—The story of Christ's life will be followed

as developed in the four Gospels, which students will be required to read. Special emphasis will be given to the principles He taught. Farrar's "Life of Christ" may be read for reference. Three hours, first semester.—First section, E. S. Hinckley; second section, J. C. Swenson; third section, Alice Reynolds.

D. Apostolic Age.—The lives and missionary work of the Apostles as set forth in the New Testament will be taken up. Students will read the Acts, the Epistles, and Revelations. Three hours, second semester. Same teachers as in Cource C.

E. Old Testament.—Historical relationship of the Books in the Old Testament. Students will read the narrative portions of the text including Kings, Chronicles, Samuel, Job, and Esther. Teacher will set forth the divine authenticity of the book. Three hours, first semester.—Caleb Tanner.

F. Old Testament.—Students will read the poetic, diadactic, and prophetic books of the Old Testament. Special emphasis will be placed on those prophecies which have their fulfilment in our day. Three hours, second semester.—Caleb Tanner.

G. Church History and Doctrine.—Beginning with the apostasy from the Primitive church, the class will trace the events of history as a preparation for the Dispensation of the Fullness of Times. The Bible, Roberts' Ecclesiastical History, and Jenson's Church Chronology will be used for reference. Three hours, first semester.—N. L. Nelson.

H. Church History and Doctrine.—The history of this Dispensation of the Gospel, as set forth in the publications of the Church, will be followed. Special emphasis will be laid upon the divine mission of Joseph Smith; on which subject. Orson Pratt's "Was Joseph Smith Sent of God?" will be read. Three hours, second semester.—N. L. Nelson.

BOOKKEEPING.

Students with no previous preparation are first assigned work in the Theory department. This consists of lectures on the Science of Accounts with practical illustrations and the

Budget system of Bookkeeping. The student next learns to "keep books" in double and single entry by a variety of methods, designed to illustrate various labor-saving journals and devices; and to explain wholesale, retail, and commission business, etc. Along with this work he is required to make out invoices of goods, statements, balance sheets, and to draw up notes, drafts, and checks, according to legal and approved forms.

A. Budget a, and b Part I.—This study takes up commercial forms and business principles. The work is largely practical; i. e., making out business papers, opening, posting, and closing books, etc. Lectures and work in Sadler-Rowe's Office Practice and Budget a, and b Part I. Five hours, first and second semesters.—Prof. Keeler.

B. Budget b, Part II, including corporation bookkeeping and single entry. Five hours, first and second semesters.—Prof. Keeler and Thos. W. Smith.

C. Business Practice.—Here actual business is carried on. The capital invested is Commercial school currency. Buying and selling in the strictest sense becomes, therefore, an every-day experience of the student. He rents places of business and makes out the leases; buys real estate and makes out deeds; pays freight and express charges for goods received over the Commercial students' railway; makes out invoices of goods sold, and draws up notes for things bought on time; deposits money; in fact he does business in a natural and sensible way, just as it is done every day. Also a brief course in Bookkeeping for manufacturing, and theoretical banking. Five hours, first and second semesters.—F. G. Warnick.

D. Banking and Expert Bookkeeping.—Here the student takes his turn in the various business offices and banks. At one time he is wholesaling goods; at another he is in the real estate business; then he is freight agent; and so he occupies positions which develop skill and ability and give valuable experience. This course also embraces a very extensive study in the theory and practice of banking, with lectures on the organization of banks and other corporations. Auditing accounts, putting in order books out of balance, and straightening old ac-

counts, also form a part of this course. Five hours, first and second semesters.—F. G. Warnick.

COMMERCIAL ARITHMETIC.

This study is all that its name implies—arithmetic for business men. Many students on entering the Commercial school need a little "brushing up" before they are able to enter upon this subject. These will find proper places in some of the many arithmetic classes taught daily in other departments.

A. Commercial Arithmetic.—From page 1 to 193 Sadler's Commercial Arithmetic. (Business College edition.) Special attention is given to the applications of percentage and practice in rapid calculations. Five hours, first and second semesters.—F. G. Warnick.

B. Continuation of A.—Page 193 to end of book. The aim is to give such daily drills in rapid calculation and short methods as will enable students to solve quickly the problems they will meet in daily transactions. Special attention is given to interest, true discount, bank discount, commercial paper, partial payments, stocks and bonds, averaging accounts, and partnership settlements. Five hours, first and second semesters.—F. G. Warnick.

C. Rapid Calculation.—Daily drill in rapid, accurate adding. Short methods in multiplication and division. Quick mental operations in fractions, percentage, interest, profit and loss. Drill on rapid written and mental commercial calculations.—Two hours, second semester—F. G. Warnick.

NOTE.—For students who are somewhat backward, and who have not had a thorough course in Arithmetic in the public schools, three courses are offered which cover the same ground as courses A and B. These courses are designated in the tabulated list of studies as A2, B2, C2. Ten hours' credit is given in the three courses.

ALGEBRA.

A. Elementary.—This course is designed for beginners and will include a careful consideration of the subjects treated in Taylor's "Essentials of Algebra," to page 138. Five hours, first and second semesters. First section, Prof. Partridge; second section, W. F. Ward.

GEOMETRY.

A. Plane.—First and Second Books or Wells' "Essentials of Plane Geometry." Required, Algebra A. Three hours, first semester.—Prof. Partridge.

LAW.

Every man should be his own lawyer—more for the purpose of keeping out of difficulty than of getting out when in. The student is made acquainted with those features of law that every business man should understand. It should not be understood, however, that this study embraces the whole realm of law, but only such subjects as are most important to business men.

A. Commercial Law.—Lectures supplemented by text-books. This study embraces the subjects of contracts, agency, partnerships, corporations, guaranty, sale of goods, commercial paper, real estate, etc. Richardson's Commercial Law. Two hours, first semester.—Prof. Keeler.

B. Commercial Law.—Continuation of A. Two hours, second semester.—Prof. Keeler.

C. Parliamentary Law.—Rules governing the proceedings of legislative bodies, societies, and public gatherings. One hour, second semester.—Prof. Keeler.

D. General Law.—Lectures on the manner of passing laws, proceedings in court, etc. Two hours, first and second semesters.—Judge John E. Booth.

CIVICS.

A. Civil Government.—The making of the American government, the state government, and the national government. Two hours, first semester.—Prof. Keeler.

B. Civil Government.—Continuation of A. Two hours, second semester.—Prof. Keeler.

HISTORY.

A. Colonial.—Periods of discovery, exploration, and colonization. Territorial adjustments; revolutionary period; lectures, discussions, and original work by students on important topics. Channing's "Student's History of the United States," supplemented by standard historical works. Three hours, first semester.—Prof. Swenson.

COMMERCIAL GEOGRAPHY.

A. Commercial Geography.—Lectures on commerce, supplemented by Macfarlane's "Commercial and Industrial Geography." Three hours, first semester.—Prof. Swenson.

PHYSICAL GEOGRAPHY.

A. Land Surfaces.—This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size, and density. Terrestrial magnetism. Three hours, first semester.—Prof. Hinckley.

B. Water Surfaces.—Continuation of A. Distribution of water surfaces. The ocean: area, depth, composition, temperature, waves, currents, and tides. Three hours, second semester.—Prof. Hinckley.

PENMANSHIP.

A neat, legible, rapid handwriting is demanded now-a-days, and the students is offered every opportunity for acquiring it.

A. Business Penmanship.—Thorough training in position, form, movement, and speed. Movement and speed are emphasized until a neat, legible, rapid style of business writing is acquired. Five hours (two hours' credit), first and second semesters.—Earl J. Glade.

B. Business Penmanship—Continuation of A. Five hours, (two hours' credit), first and second semesters.—Earl J. Glade.

ECONOMICS.

A. Economics.—Economics of the family, of the village, of the city, and of the nation. This course covers the subject as outlined in Bullock's "Introduction to the Study of Economics." Three hours, first semester.—Prof. Swenson.

B. Economics.—Continuation of A. Three hours, second semester.—Prof. Swenson.

CORRESPONDENCE.

To write a business letter and say just what should be said without unnecessary words, and have it free from errors in form and composition, is an accomplishment which few posses. It is demonstrated, however, that those who take this course in correspondence soon develop a remarkable ability for letter-writing. This branch is most important; for young people must learn sooner or later that to save time in business correspondence is one of the means to acquire wealth and lengthen life.

A. Business Correspondence.—The art of business and social correspondence from the best models. "English Correspondence" will be used as a text. Five hours, second semester. —Prof. Holt.

SPELLING.

Few people spell well. English orthography is difficult to memorize, hence the need of thorough drill and practice.

A. Commercial Spelling.—The New Method Speller. Five hours (two hours' credit), second semester.—E. J. Glade.

ENGLISH.

The courses in English have been laid out after a careful study of the needs of the young people in the inter-mountain region. They aim, first of all, to supplant the crudities in expression so prevalent in western communities, by simple and direct but pure English. They are next designed to develop literary taste, and the taste for literature, or a feeling of companionship for books. Special emphasis is given to oral composition work, and to this end methods of recitation prevail which give the students the floor as much as possible.

A. Minor Classics.—In this course several important purposes are to be subserved. In the first place the student is to be made acquainted with some of the simplest but most beautiful of the American classics. In the second place, he is to be taught to read intelligibly; and as intelligible reading is mainly a question of clear interpretation of thought, the second purpose is directly in line with the first. Then, two days a week are to be devoted to spelling and punctuation, subject-matter for which is also to be taken from the classics studied. As will be seen, the general aim is to lay a foundation in literature on which to build the courses in English which are to follow. The text followed will be "Masterpieces of American Literature." Five hours, first semester.—First section. Prof. Nelson; second section, Ass't-Prof. Reynolds; third section, Walker Cluff.

B. English Grammar.—Experience has demonstrated that the grammar course of the grades is insufficient as a basis for higher work in English, hence the offering of this course. Special attention is given to the diagraming of sentences, it

being a demonstrated fact that without the practice in analysis given by such a method students are unable to correct their habits of faulty English by any other guide than what sounds right, which is practically no guide at all. Buehler's "Modern Grammar" and Strang's "Exercises in English," first half. Five hours, first semester. First and second sections. Prof. Nelson; third second, Walter Cluff.

C. Outlines of Rhetoric.—Course C is required. A thorough course in diction forms the subject-matter of this course. Genung's "Outlines of Rhetoric." Original narratives and descriptions. Five hours a week additional given by the teacher to individual criticism of compositions. Students will read in connection with this course the "Vicar of Wakefield," the "Ancient Mariner," and the "Merchant of Venice" (Ginn & Co.). Five hours, first semester.—Prof. Nelson.

D. Outlines of Rhetoric.—Course C is required. The rhetorical elements of the sentence are considered in this course. Scott and Denny's "Elementary Composition," and Strang's "Exercises in English," second half. Narrative and descriptive writing continues to be the basis of composition work as in C. Oral and written composition alternate weekly. Two hours per week given to individual criticism of compositions. Students will read in connection with this course Irving's "Sketch Book," Burns' "Representative Poems," and "Macbeth". (Ginn & Co.). Five hours, second semester.—Prof. Nelson.

E. English Classics.—This course is devoted to a critical study of British and American Classics, to be chosen by the teacher. Lectures on distinctive literary periods accompany critical study. A paper will be required each semester on some subject suggested by the teacher. The course is recommended to students expecting to enter college. Text books: Halleck's "English Literature." English C and D required. Three hours, first semester.—Ass't-Prof. Reynolds.

F. English Classics.—This course is a continuation of English E. Same texts and methods. Three hours, second semester. —Ass't-Prof. Reynolds.

G. Advanced Rhetoric.—This is a course in the principles of invention. Special attention will be given to the preparation of lectures, sermons, theses, and essays. Genung's "Working Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, first semester.—Prof. Nelson.

H. Advanced Rhetoric.—Continuation of Course G. Special attention will be given to the principles of argumentation. Genung's "Working Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, second semester.—Prof. Nelson.

SHORTHAND.

The value of Shorthand is universally recognized. Business men have learned that there is a better and easier way to conduct correspondence than by the tedious pen process. They have discovered that correspondence which formerly consumed the day may now be disposed of in a few minutes. This has opened the way for the professional amanuensis, and has provided an army of young people with remunerative employment. The demand is great and is steadily growing.

A. Correspondence Style.—The principles of Phonography, as given in Pitman and Howard's "Manual of Phonography," supplemented by reading from the Phonographic Magazine. Five hours, first and second semesters.—Prof. Holt, Sarah E. Preston, and G. M. Cope.

B. Reporting Style.—Reporting exercises, logograms, and phraseographs from the Reporter's Companion. Practice in letter-writing from the Universal Dictation Course. Five hours, first and second semesters.—Prof. Holt, Sarah E. Preston, and G. M. Cope.

B. Dictation.—Practice in taking dictation of unfamiliar matter consisting of business letters, discourses, and court proceedings. Five hours, first and second semesters.—Prof. Holt, Sarah E. Preston, and G. M. Cope.

D. Sermon and Court Reporting.—Dictation from Journals

of Discourse, the World's Best Orations, and from transcripts of court testimony. Five hours, first and second semesters.—Prof. Holt.

TYPEWRITING.

A. Elementary.—Learning of the keyboard, and the care and use of the different parts of the machine. Practice exercises consist of words, sentences, business letters, and commercial forms. Ten hours' practice (two hours' credit), first and second semesters.—Sarah E. Preston and John E. Hayes.

B—Transcribing of shorthand notes, speed exercise, and writing from dictation. Ten hours' practice (two hours' credit), first and second semesters.—Sarah E. Preston and John E. Hayes.

TELEGRAPHY.

A. Elementary.—Learning the alphabet. Practice in receiving and sending. Lectures will be given on the mechanism and use of instruments and the construction and testing of lines. Five hours, first and second semesters.—Emma S. Simons.

B. Office Practice.—Sending and receiving telegrams, etc. Five hours, second semester.—Emma S. Simons.

C. Finishing Course.—Arranged especially for those who wish to follow this line of work. Practice in receiving messages rapidly and copying same upon the typewriter. Five hours, first and second semesters.—Emma S. Simons.

The Normal School.

GENERAL INFORMATION.

FEES AND EXPENSES.

All fees and tuition are payable in advance. A Life membership certificate to the Normal course costs $15.00. This entitles the student to as many years' instruction as he desires, with no other cost than an annual expense fee of $5.00 and a library fee of $1.00. Students not taking out Life membership certificates are charged at the rate of $6.00 a semester for each five-hour study. Courses in Theology are free. Tuition by the week is $1.25.

The special fees are as follows: Band and orchestral music, $3.00 a semester or $5.00 a year. Laboratory fees for each semester: in Chemistry, $3.00; in Physics, $1.50; in Woodwork, $2.50; in Botany, $2.00; in Zoology, $1.50. Special certificates cost $1.00; Diplomas, $5.00.

ADMISSION.

The Normal school is open to students of both sexes and of any religious denomination or nationality. When not known by members of the Faculty, candidates for admission must present satisfactory evidence of good moral character, such as a recommendation from a Bishop, a Minister, or some other responsible person of their town.

EXAMINATIONS.

Entrance examinations will not be technical but sufficiently searching to ascertain the candidate's ability to pursue faithfully the course of instruction. Applicants for admission to the Normal school must be at least fourteen years of age, and when not admitted on certificate, must pass examination in the following branches:

Arithmetic.—Fundamental principles; simple numbers; fractions (compound and decimal); percentage and interest. Werner's III Book in Arithmetic, or an equivalent.

Grammar.—Parts of speech, their uses and relations in connected discourse. Ability to analyze simple, complex, and compound sentences. A short composition may be required.

Geography.—Position, boundary, coast lines, and chief ranges and rivers of grand divisions; principal cities of the world and the geography of the United States. Frye's complete Geography or an equivalent.

Reading.—Ability to read ordinary prose.

Spelling and Punctuation.—Ability to spell common English words and punctuate the simpler forms of sentences.

Penmanship.—Ability to write a free, legible hand. Specimens of penmanship will be required.

NOTE.—Candidates failing in no more than two of the above subjects will be permitted to enter with conditions. These conditions must be worked off before the opening of the next school year after entrance. Candidates for admission to the Normal school who have completed the eighth grade work in any approved school, may, on presentation of their certificates, be admitted without examination in all branches save spelling. In this branch students must demonstrate their efficiency by passing an examination.

GRADUATION.

Students who complete successfully the four years' work

as tabulated below, with an average of eighteen hours per semester, or a total of one hundred and forty-four hours, are entitled to a Normal diploma, and may enter without examination the first year College courses leading to the degree of Bachelor of Pedagogy (B. Pd.).

No deviation from the order of the studies as here arranged can be made without the sanction of the Faculty. Students desiring changes must send in a petition setting forth the changes desired and the reasons for desiring them. Blanks for such petitions will be furnished by the registrar. The fewer the changes made, the fewer will be the difficulties in the future

THE NORMAL COURSES.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.)	3	Theology b (B. of M.)	3
Algebra a	5	Algebra b	5
Physical Geography a	3	Physical Geography b	3
English a (Minor Classics)	5	English b (Grammar	5
Normal Drawing d	2	Nor. Drawing d	2
Nor. Drawing d	2	Nor. Bkkeep. a.	3
Nor. Bkkeep. a.	3	Vocal Music b.	2
Vocal Music a.	2	Elocution b	2
Elocution a	2	Woodwork b	4
Woodwork a	4	Domestic Sci. b.	2
Domestic Sci. a.	2	Domestic Art b.	2
Domestic Art a.	2	Agriculture b	4
Agriculture a	4	Elect	4
Elect	4		

Second Year.

Theology c (Life of Christ)	3	Theology d (Apostolic Age)	3
Geometry a (Plane)	3	Geometry b (Plane)	3
English c (Rhetoric)	5	English d (Rhetoric)	5
Physiology a	2	Physiology b	2
Drawing a	2	Drawing b	2
Agriculture c	5	Agriculture d	5

THE NORMAL COURSES (SECOND YEAR)—CONTINUED.

First Semester.	Hrs.	Second Semester.	Hrs.
Zoology a	5	Botany a	5
Domestic Art c.	2	Domestic Art d.	2
Domestic Sci. c.	3	Domestic Sci. d.	3
Theory of T. e..	3 Elect...5	Theory of T. e.	3 Elect ...3

Third Year.

Theology e (Old Testament)	3	Theology f (Old Testament)	3
Physics a	4	Physics b	4
English e (Classics).....	3	English f (Classics).....	3
Psychology a	3	Psychology b	3
Theory of Teaching a.....	2	Theory of Teaching b.....	2
History a (Colonial).....	3	History b (U. S.).....	3
Civics a (Civil Government)	2	Civics b (Civil Government)	2

Fourth Year.

Theology g (Hist. and Doc.)	3	Theology h (Hist. and Doc.)	3
English g (Adv. Rhetoric)..	2	English h (Adv. Rhetoric)..	2
Chemistry a	5	Geology a	5
History c (European).....	2	History d (European).....	2
Training a	4	Training b	4
Theory of Teaching c.....	4	Theory of Teaching d	4

The High School.

GENERAL INFORMATION.

FEES AND EXPENSES.

All fees and tuition are payable in advance. A Life membership certificate to the High school costs $20.00. This entitles the student to as many years' instruction as he desires, with no other cost than an annual expense fee of $5.00 and a library fee of $1.00. Students not taking out Life membership certificates are charged at the rate of $6.00 a semester for each five-hour study. Courses in Theology are free. Tuition by the week is $1.25.

The special fees are as follows: Band and orchestral music, $3.00 a semester or $5.00 a year. Laboratory fees for each semester: In Chemistry, $3.00; in Physics, $1.50; in Woodwork, $2.50; in Botany, $2.00; in Zoology, $1.50. Special certificates cost $1.00; Diplomas, $5.00.

ADMISSION.

The moral conditions of admission to the High school, as also the intellectual requirements for entrance examinations, are identical with those of the Normal school.

GRADUATION.

Every student on entering the High school will be required

to elect one of the two Graduation courses here offered. No deviation from the order of the studies as here arranged can be made without the sanction of the Faculty. Students desiring changes must send in a petition setting forth the changes desired and the reasons for desiring them. Blanks for such petitions will be furnished by the registrar. The fewer the changes made the fewer will be the difficulties in the future.

The first or General course has been arranged for students who desire neither to teach, nor to go on with their studies further than the High school; for boys especially who desire to become all-round men of affairs in the practical walks of life; and for girls who desire to fit themselves especially for usefulness in the home.

The second or Science course is designed for those who intend to push their studies in College with a view to entering the professions, working into architecture, or following some branch of engineering, electrical, civil, or mining.

Students who complete successfully either of these four-year courses with an average of eighteen hours per semester, or a total of one hundred and forty-four hours, are entitled to a High school diploma. Those who complete the second or Science course may enter, without examination, the first year College courses leading to the degree of Bachelor of Science (B. S.).

THE GENERAL COURSE.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.)	3	Theology b (B. of M.)	3
Algebra a	5	Algebra b	5
Physical Geography a	3	Physical Geography b	3
English a (Minor Classics)	5	English b (Grammar)	5
Agriculture a	2	Agriculture b	2
Domestic Sci. a.	2	Domestic Sci. b.	2
Domestic Art a.	2	Domestic Art b.	2
Nor. B'k'ping a.	3	Nor. B'k'ping a.	3
Elect	4	Elect	4

Second Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology c (Life of Christ)	3	Theology d (Apostolic Age)	3
Geometry a	3	Geometry b	3
English c (Rhetoric)	5	English d (Rhetoric)	5
Draughting a	2	Draughting b	5
Physiology a	2	Physiology b	2
Agriculture c	3	Domestic Sci. d.	2
Domestic Sci. c.	2	Domestic Art d.	3
Domestic Art c.	3	Agriculture d	3
Elective	2 Elect... 5	Elective	2 Elect... 5

Third Year.

Theology e (Old Testament)	3	Theology f (Old Testament)	3
Physics a	4	Woodwork a	4
Civics a (Civil Government)	2	Civics b (Civil Government)	2
History a (Colonial)	3	History b (U. S.)	3
English e (Classics)	3	English f (Classics)	3
Domestic Sci. e.	2	Domestic Sci. f.	2
Domestic Art e.	2	Domestic Art f.	2
Agriculture e	2	Agriculture f	2
Elective	2 Elect... 4	Elective	2 Elect... 4

Fourth Year.

Theology g (Hist. and Doc.)	3	Theology h (Hist. and Doc.)	3
Chemistry a	5	Agriculture g (Soils)	3
Economics a	3	Economics b	3
Domestic Sci. g.	2	Domestic Sci. h.	2
Domestic Art g.	2	Domestic Art h.	2
Woodwork b	4 Elect... 4	Woodwork c	4 Elect... 4
Law a (Commercial)	2	Law b (Commercial)	2
Elective	3	Elective	5

THE SCIENCE COURSE.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (B. of M.)	3	Theology b (B. of M.)	3
Algebra a	5	Algebra b	5
Physical Geography a	3	Physical Geography b	3
English a (Minor Classics)	5	English b (Grammar)	5
German a, or Spanish a	4	German b, or Spanish b	4

Second Year.

Theology c (Life of Christ)	3	Theology d (Apostolic Age)	3
Geometry a	3	Geometry b	3
English c (Rhetoric)	5	English d (Rhetoric)	5
Zoology a	5	Botany a	5
German c, or Spanish c	4	German d, or Spanish d	4

Third Year.

Theology e (Old Testament)	3	Theology f (Old Testament)	3
Physics a	4	Physics b	4
English e (Classics)	3	English f (Classics)	3
Geometry c (Solid)	4	Algebra c	4
Physiology a	2	Physiology b	2
French a, or Spanish a	4	French b, or Spanish b	4

Fourth Year.

Theology g (Hist. and Doc.)	3	Theology h (Hist. and Doc.)	3
English g (Adv. Rhetoric)	2	English h (Adv. Rhetoric)	2
Chemistry a	5	Geology a	5
History a (Colonial)	3	History b (U. S.)	3
French c, or Spanish c	4	French d, or Spanish d	4
Elective	3	Elective	3

EXPLANATION OF COURSES.

GENERAL REQUIREMENTS.

It is an amazing fact that, indispensable as are proper books of reference, there are students every year who try to get along with a vest-pocket, or perhaps primary-school, dictionary; and yet the very condition of progress in any knowledge worthy the name, in getting exact and adequate notions of the new words encountered daily. While the Academy library is well supplied with unabridged works of reference, they are not only inadequate to the needs of so large a school, if all relied upon them, but they are unfortunately not at hand when most needed—at the student's desk or study room; the result of all which is, the vicious habit of guessing at the meaning of words.

It would be well if students were all supplied with dictionaries equal to Webster's International; but as this would mean an outlay beyond the reach of many, the requirements of the High school are that every student shall supply himself with either Worcester's or Webster's Academic dictionary, or the Student's Standard dictionary, the cost of which will be about $1.50. The students in English will do well to supply themselves also with a good work on synonyms. Fernald's is recommended.

Another verbal deficiency, for which it has become necessary to provide a remedy, is to be formed in the widespread prevalence of faulty orthography,—a branch in which the lower schools seem unable to furnish the necessary preparation. This deficiency turns up to annoy and hinder the student in nearly every study in the Normal and High schools. In consequence, a course in Spelling of two hours per week, without credit, will be given during each semester; to which students may be assigned who are conditioned in entrance examinations, or who exhibit the deficiency during the progress of any other course elected.

DEPARTMENT OF THEOLOGY AND ETHICS.

THEOLOGY.

A. Book of Mormon.—History of its coming forth and relationship of the various books composing it. Students will read first half, including Book of Ether. Reynolds' "Story of the Book of Mormon" may be used for reference. Three hours, first semester.—First section, President Cluff; second section, J. E. Hickman; third section, E. D. Partridge; fourth section, F. G Warnick; fifth section, Charles E. Maw; sixth section, E. H. Holt; seventh section.—O. W. Andelin.

B. Book of Mormon.—External evidences of its divine authenticity. The doctrinal aspects of its teachings will be especially dwelt upon. Students will read second half and re-read didactic portions of the book. Orson Pratt's "Divine Authenticity of the Book of Mormon" will also be read. Three hours, second semester.—Same teachers as in Course A.

C. Life of Christ.—The story of Christ's life will be followed as developed in the four Gospels, which students will be required to read. Special emphasis will be given to the principles He taught. Farrar's "Life of Christ" may be read for reference. Three hours, first semester.—First section, E. S. Hinckley; second section, J. C. Swenson; third section, Alice Reynolds.

D. Apostolic Age.—The lives and missionary work of the Apostles as set forth in the New Testament will be taken up. Students will read the Acts, the Epistles, and Revelations. Three hours, second semester.—Same teachers as in Course C.

E. Old Testament.—Historical relationship of the Books in the Old Testament. Students will read the narrative portions of the text including Kings, Chronicles, Samuel, Job, and Esther.

Teacher will set forth the divine authenticity of the book. Three hours, first semester.—Caleb Tanner.

F. Old Testament.—Students will read the poetic, didactic, and prophetic books of the Old Testament. Special emphasis will be place don those prophecies which have their fulfilment in our day. Three hours, second semester.—Caleb Tanner.

G. Church History and Doctrine.—Beginning with the apostasy from the Primitive church, the class will trace the events of history as a preparation for the Dispensation of the Fullness of Times. The Bible, Roberts' Ecclesiastical History, and Jenson's Church Chronology will be used for reference. First semester.—N. L. Nelson.

H. Church History and Doctrine.—The history of this Dispensation of the Gospel, as set forth in the publications of the Church, will be followed. Special emphasis will be laid upon the divine mission of Joseph Smith; on which subject, Orson Pratt's "Was Joseph Smith Sent of God?" will be read. Second semester.—N. L. Nelson.

ETHICS.

A. Moral Law.—The aim of this course is to emphasize the necessity of living a strictly moral life, and to give the students strong incentives to form good moral habits. The difference between good and evil, right and wrong, is clearly brought out. The underlying principles are illustrated by incidents from history and biography. Three hours, first semester.—E. J. Glade.

B. Social Law.—A more definite understanding of the relations of the individual to society and of consequent mutual duties is the chief aim of this course. Rules of politeness and etiquette are incidentally discussed in connection with the use and abuse of fashions and social customs in general. Lectures. Three hours, second semester.—E. J. Glade.

DEPARTMENT OF ENGLISH LANGUAGE.

ENGLISH.

The courses in English have been laid out after a careful study of the needs of the young people in the inter-mountain region. They aim, first of all, to supplant the crudities in expression so prevalent in western communities, by simple and direct but pure English. They are next designed to develop literary taste, and the taste for literature, or a feeling of companionship for books. Special emphasis is given to oral composition work, and to this end methods of recitation prevail which give the students the floor as much as possible.

A. Minor Classics.—In this course several important purposes are to be subserved. In the first place the student is to be made acquainted with some of the simplest but most beautiful of the American classics. In the second place, he is taught to read intelligibly; and as intelligible reading is mainly a question of clear interpretation of thought, the second purpose is directly in line with the first. Then, two days a week are to be devoted to spelling and punctuation, subject-matter for which is also to be taken from the classics studied. As will be seen, the general aim is to lay a foundation in literature on which to build the courses in English which are to follow. The text followed will be "Masterpieces of American Literature." Five hours, first semester.—First section, Prof. Nelson; second section, Ass't-Prof. Reynolds; third section, Walter Cluff.

B. English Grammar.—Experience has demonstrated that the grammar course of the grades is insufficient as a basis for higher work in English, hence the offering of this course. Special attention is given to the diagraming of sentences, it being a demonstrated fact that without the practice in analysis given by such a method students are unable to correct their habits of

faulty English by any other guide than what sounds right, which is practically no guide at all. Buehler's "Modern Grammar" and Strang's "Exercises in English," first half. Five hours, second semester.—First and second sections, Prof. Nelson; third section, Walter Cluff.

C. Outlines of Rhetoric.—Course C is required. A thorough course in diction forms the subject-matter of this course. Genung's "Outlines of Rhetoric." Original narratives and descriptions. Five hours a week additional given by the teacher to individual criticism of compositions. Students will read in connection with this course the "Vicar of Wakefield," the "Ancient Mariner," and the "Merchant of Venice" (Ginn & Co.). Five hours, first semester.—Prof. Nelson.

D. Outlines of Rhetoric.—Course C is required. The rhetorical elements of the sentence are considered in this course. Scott and Denny's "Elementary Composition," and Strang's "Exerises in English," second half. Narrative and descriptive writing continues to be the basis of composition work as in C. Oral and written compositions alternate weekly. Two hours per week given to individual criticism of compositions. Students will read in connection with this course Irving's "Sketch Book," Burns' "Representative Poems," and "Macbeth" (Ginn & Co.). Five hours, second semester.—Prof. Nelson.

E. English Classics.—This course is devoted to a critical study of British classics, to be chosen by the teacher. Lectures on distinctive literary periods accompany critical study. A paper will be required each semester on some subject suggested by the teacher. This course is recommended to students expecting to enter college. Text-book, Halleck's "English Literature." English C and D are required. Three hours, first semester.—Ass't-Prof. Reynolds.

F. English Classics.—This course is a continuation of English E. Same texts and methods. Three hours, second semester. —Ass't-Prof. Reynolds.

G. Advanced Rhetoric.—This is a course in the principles of invention. Special attention will be given to the preparation of lectures, sermons, theses, and essays. Genung's "Working

Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, first semester.—Prof. Nelson.

H. Advanced Rhetoric.—Continuation of Course G. Special attention will be given to the principles of argumentation. Genung's "Working Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, second semester.—Prof. Nelson.

I. Normal Reading.—This course aims to produce fluent and effective readers; to cause the eye to grasp words quickly and unerringly, and train the organs of speech to pronounce them firmly and unhesitatingly. Attention to diacritical marks and drill in pronunciation, voice culture, articulation, and personal bearing, occupy portions of the time. The reading is supplemented by newspaper and magazine articles. Two hours, first semester.—Walter Cluff.

J. Fundamentals of Expression.—In this course, ease and grace in personal bearing and gesture, the development of the lungs, the cultivation and control of the voice, the overcoming of nervousness, and the cultivation of nerve energy, of distinctness in articulation, and of a wide latitude in oral delivery, are the points kept in view. By daily drills in these various directions proper habits are formed. Two hours, second semester.—Walter Cluff.

DEPARTMENT OF FOREIGN LANGUAGES.

GERMAN.

A. Elementary.—Easy reading, word drill, conversation, and grammar. Only the esential features of Grammar introduced, and these with reference to the special needs of the average beginner. The aim is to acquire a ready, working vocabulary, and the ability to read and write and converse freely on familiar

topics. German forms the center of all instruction; so that from the first the student comes in direct contact with the language he is to learn. Grammar: Spanhoofd's "Lehrbuch der Deutschen Sprache." Reader: "Glueck Auf." Four hours, first semester.—Prof. Andelin.

B. Elementary.—Continuation of A. Reading of "Es war Einmal," "Immensee." Lessons in easy composition. Four hours, second semester.—Prof. Andelin.

C. Advanced.—Practical Grammar. Bernhardt's "German Composition." Reading of following modern classics: "Aus Herz und Welt," "Die Journalisten," "Kleider Machen Leute," "Die Monate." Practice in writing stories and anecdotes from memory. Four hours, first semester.—Prof. Andelin.

D. Continuation of C.—Practice in oral composition by relating in class synopses of texts read at home. Reading of "Aus dem Leben eines Taugenichts," "Frau Holde," "Soll und Haben." Four hours, second semester.—Prof. Andelin.

FRENCH.

A. Elementary.—The same principles underlie the teaching of French that underlie the teaching of German. Grammar: Kroeh's "French Course" first year. Reader: Rollins' "French Reader," "Historiettes." Four hours, first semester.—Prof. Andelin.

B. Continuation of A.—Reading of "Fleurs de France," and Bercy's "Lectures Faciles." Four hours, second semester.—Prof. Andelin.

C. Advanced.—Kroeh's "French Course," second year. Easy composition. Reading of "La Mare au Diable," "Le Marie de Madame Solange." Four hours, first semester.—Prof. Andelin.

D. Advanced.—Continuation of C. Composition, conversation, and reading of Lamartine's "Jeanne d'Arc." Four hours, second semester.—Prof. Andelin.

SPANISH.

In view of the new relationships established between the United States and Spanish America, including the Philippine Islands, it is believed that the Spanish language will become one of the necessary branches of a liberal education. The aim of these courses is to prepare the student for business transactions in our newly acquired territories, and to meet the demand of students from states requiring Spanish as a preparation for teaching.

A. Elementary.—Loiseaux's Spanish Grammar and Worman's "First Spanish Reader." Easy Spanish prose and conversation. Four hours, first semester.—Joseph B. Adams.

B. Elementary.—Loiseaux's Grammar and Worman's Second Reader completed. Ybarra's "Lectura y Conversacion." Four hours, second semester.—Joseph B. Adams.

C. Modern Spanish Classics.—Knapp's "Spanish Grammar." Introduction to the modern authors in Loiseaux's "Spanish Reader." Reading of the modern classics, "Valdes Jose," Carrion y Aza's "Zaragueta." Translation from the English and original composition Four hours, first semester.—Joseph B. Adams.

D. Spanish Classics.—Knapp's Spanish Grammar. Spanish classics. Fornes' "El Si de las Ninas," Cervantes' "El Cautivo," and Padre Islas LeSage's "Gil Blas." Translation and original composition Four hours, second semester.—Joseph B. Adams.

DEPARTMENT OF FINE ART.

PREPARATORY DRAWING.

This course is provided for those who have had little or no work in drawing, and who desire to study Normal drawing, which is too difficult for beginners. As the work here outlined

should have been completed in the district schools, no credit will be given. The course will consist of (a) Pictorial Art: Study and expression of real and apparent form in common objects. Still life, fruits, vegetables, leaves and flowers, will be largely used as subject-matter. Study of type forms will be made through development of surfaces, and by representation in pictures. (b) Decorative Art: Study of elementary principles of design and their application in manufactories. Color classification and color harmonies will be introduced with design work. Material: Pencils, paper, water colors, manila board. Two hours' recitation, first and second semesters.—Aretta Young.

NORMAL DRAWING.

The pedagogical value ,rather than the artistic and technical side, of drawing will be emphasized in the Normal courses in drawing. Drawing is for all students, and not alone for specialists. It should be a means of expressing thought, and should increase thought-power.

A. Representative Art.—The principles of freehand perspective will be given through a study of common household objects, and outdoor scenes. Sketching will be done with pencil, charcoal, and brush. Texture and color will be studied through representation of land surfaces, trees, foliage, and animals. Requirement, the course in Preparatory drawing, or its equivalent. Material: Pencils, paper, charcoal, water colors, drawing-board. Two hours, first and second semesters.—Aretta Young.

B. Representative Art.—A continuation of A, with practice in quick and ready blackboard illustration for language, geography, and science lessons. Aims and methods of teaching drawing and form study in the elementary school, will be subjects for study and discussion. Requirement, the course in A, or its equivalent. Material: Paper for drawing and for color charts, pencils, charcoal, water colors. Two hours, first and second semesters.—Aretta Young.

C. Advanced.—This course is provided for those who have aptitude in the work, and who desire to prepare themselves for

special teachers or supervisors of drawing. It will include a review and continuation of the entire work of previous courses. The utilitarian, aesthetic, and pedagogical value, as viewed by great educators, will form part of the method work. Three hours, first and second semesters.—Aretta Young.

D. Applied Design. (Manual Training.)—A Preparatory course in normal art and manual training. The application of fine art principles to industrial science and to the study of art and crafts. The application of native materials. This course may be taken by those who desire to continue the art and manual training course of the public school grammar grades. Also designed for the preparation of specialists in normal art and manual training. Requirement, the course in Preparatory drawing or its equivalent. Materials: Mediums for design, materials for models. Two hours, first and second semesters.—Prof. Eastmond.

DEPARTMENT OF HISTORY AND CIVICS.

HISTORY.

The course in History covers a period of two years in the High school. The general aim is to lead the student to an understanding of history by showing the casual relations of events, rather than by merely memorizing the facts. The aim also includes training in the systematic use of books and other historical material.

A. Colonial.—Periods of discovery, exploration, and colonization. Territorial adjustments; revolutionary period; lectures, discussions, and original work by students on important topics. Channing's "Student's History of the United States," supplemented by standard historical works. Three hours, first semester.—Prof. Swenson.

B. United States.—Critical period, and the formation of the Constitution. Westward expansion; rise, development, and solu-

tion of the slavery question; the Civil war and Reconstruction. Method of treatment and reference same as in course A. Three hours, second semester.—Prof. Swenson.

C. European.—Especially adapted to Normals who have not time to take the Collegiate course. It deals with social customs and home life and thought, rather than with political movements. Greek and Roman mythology and myths, from an educational standpoint. Eastern nations are considered. Adam's "European History," Part I. Two hours, first semester.—Prof. Swenson.

D. European (Continued).—The Middle Ages, influence of Mohammedanism. Teutonic and Romanic influences, Chivalry and Feudalism, the Crusades, and the Reformation, are treated. Adam's "European History," Part II. Two hours, second semester.—Prof. Swenson.

CIVICS.

A. Civil Government.—The making of the American government, the state government, and the national government. Two hours, first semester.—Prof. Keeler.

B. Civil Government.—Continuation of A. Two hours, second semester.—Prof. Keeler.

LAW.

C. Parliamentary Law.—Rules governing the proceedings of legislative bodies, societies, and public gatherings. One hour, second semester.—Prof. Keeler.

D. General Law.—Lectures on the manner of passing laws, proceedings in courts, etc. Two hours, first and second semesters.—Judge John E. Booth.

ECONOMICS.

A. Economics.—Economics of the family, of the village, of the city, and of the nation. This course covers the subject as

outlined in Bullock's "Introduction to the Study of Economics." Three hours, first semester.—Prof. Swenson.

B. Economics.—Continuation of A. Three hours, second semester.—Prof. Swenson.

DEPARTMENT OF MATHEMATICS.

Mathematical studies are as a rule preparatory studies; that is, they condition the selection of many other studies, such as Physics and other branches of science. It is recommended that students consult professors and teachers in Mathematics before electing their studies. In the High school the aim is to give a thorough drill in the manipulation of mathematical formulae.

ALGEBRA.

A. Elementary.—This course is designed for beginners and will include a careful consideration of the subjects treated in Taylor's "Elements of Algebra" to page 163. Five hours, first and second semesters. First section, Prof. Partridge; second section, Caleb Tanner.

B. Elementary.—Continuation of A. Taylor's "Elements of Algebra" to page 327. Required, Algebra A. Five hours, first and second semesters. Same teachers as in A.

C. Elementary.—Taylor's "Elements of Algebra" completed. Required, Algebra B. Four hours, second semester.—C. S. Jarvis.

GEOMETRY.

A. Plane.—First and Second Books of Wells' "Essentials of Plane Geometry," or Phillips and Fisher's "Plane Geometry." Required, Algebra A. Three hours, first semester.—Prof. Partridge.

B. Plane.—Completion of Wells' "Essentials of Plane Geometry," or Phillips and Fisher's "Plane Geometry." Required, Geometry A. Three hours, second semester.—Prof. Partridge.

C. Solid.—Wells' "Essentials of Solid Geometry" completed, or Phillips and Fisher's "Geometry of Space." Required, Geometry B. Three hours, first semester.—C. S. Jarvis.

DEPARTMENT OF PEDAGOGY.

The courses in Pedagogics are designed for the preparation of professional teachers. They are intended to cover all subjects necessary for teaching in primary and high schools. Instruction given in lectures is supplemented by text-books and general reading.

THEORY OF TEACHING.

A. History of Education.—This course deals with educational aims, scope of education, outline history of education, and general theories of education as set forth by ancient and modern educators. Lectures supplemented by research on the part of the student. Seeley's "History of Education," and current educational literature. Two hours, first and second semesters.—Prof. Brown.

B. School Management.—Comparison of the so-called new education with the old education. The ideal and real in education. Relationship of educational factors, the home, the school, the church, the state, the press, society in general. Aptitudes in education. Persons whom education most affects; teachers, pupils, patrons, school officers. School management, including school organization, regulations, rewards, punishments, recreations. School plans and programs. Lectures supplemented by personal research. White's "School Management" and Hughes' "Mistakes in Teaching." Three hours, first and second semesters.—Prof. Brimhall.

C. Methods.—Review of subjects taught in public schools; each in accordance with the most advanced educational principles and practices. Methods and devices emphasized from a psychological point of view. Four hours, first and second semesters.—Ass't-Prof. Ella Larson.

D. School Supervision.—The art of grading and arranging courses of study. Examination of teachers. Teachers' institutes. Educational economy. School laws. Lectures, discussions, and essays, supplemented with readings from reports of the Educational Bureau, the N. E. A., and current magazines. Four hours, first and second semesters.—Prof. Brown.

E. Normal Art and Manual Training.—Method of teaching art and manual training. Pedagogical and psychological arrangements of principles of art and construction. The correlation of art and manual training. Use of native materials and the theory of correlation. Industrial and "Busy" work. Requirement, course in normal drawing, or its equivalent. Three hours, first and second semesters.—Prof. Eastmond.

PSYCHOLOGY.

A. Elementary Psychology.—Relation of Psychology to individual development. Psychology in Education. Roark, complete. Requirement, Algebra A. Three hours, first semester.—Prof. Hickman.

B. Pedagogical Psychology.—Relation of Psychology to sociology, ethics, and pedagogics. Lectures supplemented with complete text of Halleck's "Psychology and Psychic Culture." "Psychology of Education," by Compayre; "Psychology Applied to Education," by Baldwin. Requirements, Pschology A and Physiology A and B. Three hours per week, second semester.—Prof. Brimhall.

TRAINING.

A. Class Work.—This course is taken in connection with Course C in Theory of Teaching, which lays the necessary foundation in Methods. Students will prepare plans of recitation,

subject to the criticism of the supervisor, will act as observer one hour each day, and will teach a class one hour each day, under observation by a critic teacher and the training supervisor. Subsequently they will meet in Critic class, to discuss the failures and successes of the day. Four hours, first semester.—Prof. Ella Larson.

B. Departmental Supervision.—In this course much of the work in Course A will be continued, varied by subject-matter and grades. In addition the student will be given opportunity to correlate and control the work of an entire grade. Course D in Theory of Teaching, which considers school supervision, and which will be taken in connection with this course, will furnish the necessary data. Four hours, second semester.—Prof. Ella Larson.

NORMAL BOOKKEEPING.

A. Theory and Practice of Accounts.—Students are given a thorough drill on the subject of debit and credit in double-entry bookkeeping; the opening and closing of sets of books; making out bills, notes, drafts, checks, and becoming familiar with ordinary business transactions. Three hours, first and second semesters.—Prof. Keeler.

DEPARTMENT OF ENGINEERING.

WOODWORK.

A. Elementary Woodwork.—Care and use of tools, sawing, planing, mortising, and tenoning. Eight hours' practice each week required. Students will purchase Sickels' "Exercises in Woodworking," from which supplementary work will be drawn. Four hours, first and second semesters.—Orson D. Campbell.

B. Elementary Woodwork.—Continuation of course A. Glue-jointing, dove-tailing, wood-carving, and wood-turning. Eight hours' practice each week required. Sickels' "Exercise in

Woodworking" will be used as a text. All exercises will be made from drawings. Four hours, first and second semesters.—Orson D. Campbell.

C. Advanced Woodwork.—Cabinet-building, theory in house-finishing, harmony and proportion, plain stair-building, and a general line of the most practical exercises. Eight hours' practice each week required. Sickels' "Exercise in Woodworking." Students are permitted the use of the shop to make for themselves such articles as guitars, mandolins, and work-boxes, by working over-time. Four hours, first and second semesters.—Orson D. Campbell.

DRAUGHTING.

A. Mechanical.—The work embraces a thorough training of the hand and eye in outline drawing, elementary perspective, and drawing from models and objects. Two hours, first semester.—Prof. Partridge.

B. Mechanical.—Continuation of A. Special attention directed to the sketching of machines and buildings. Two hours, second semester.—Prof. Partridge.

DEPARTMENT OF SCIENCES.

PHYSICAL GEOGRAPHY.

A. Elementary.—This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size, and density. Terrestrial magnetism. Distribution of water surface. The Ocean: area, depth, composition, temperature, waves, currents, tides. Three hours, first semester.—Prof. Hinckley.

B. Elementary.—Continuation of Course A. Land: varieties of land surface, treated in the light of their evolution. Three hours, second semester.—Prof. Hinckley.

ZOOLOGY.

A. Elementary.—This course aims to give a knowledge of the structure and relationship of animals as gained from the systematic study and dissection of specimen types in the laboratory. Half a semester is devoted to the lower forms of animal life and a half to the study of vertebrate zoology and classification. Recommended as work of reference: Orton's "Comparative Zoology." Two recitations and three laboratory periods. Physiology A and B are required for this course. Five hours, first semester.—W. A. Colton.

BOTANY.

A. Elementary.—This course should be preceded by Physical Geography. The aim in this course is to give a fundamental knowledge of the plant kingdom; to make teachers acquainted with the general structure and relationship of plants, especially of the inter-mountain region. Each student is expected properly to classify, label, and mount fifty specimens of plants. Bergen's "Foundations of Botany" will be used as a text. Three recitations and two laboratory periods each week. Five hours' credit, second semester.—W. A. Colton.

PHYSIOLOGY.

A. Elementary.—A practical course in human physiology, which will furnish a basis for the study of hygiene. Physical habits and development will receive special emphasis. Course will be supplemented with laboratory work. Two hours, first semester.—W. A. Coltron.

B. Elementary.—A continuation of A. Two hours, second semester.—W. A. Colton.

GEOLOGY.

A. General.—This course is divided into three subdivisions,

viz.: Dynamical, structural, and historical The course is designed to give a general knowledge of the subject. Brigham's "Text Book of Geology" will be used, which will be supplemented by reading from Le Conte, Dana, and reports of the Government Geological Survey. Field and laboratory work form an interesting and important part of the work. Physical Geography A and B are required. Five hours, second semester.—Prof. Hinckley.

PHYSICS.

A knowledge of physics is necessary in nearly all departments of learning. It enables the student to understand the forces of nature, the fundamental principles of machinery, and the use of scientific instruments. The work consists (1) of lectures illustrated with experiments and demonstrations, (2) of class recitations, and (3) of laboratory work. The student handles the necessary apparatus and proves for himself the laws and principles discussed in the class. The department is thoroughly equipped with fine apparatus. Every student is required to do three hours' careful work in the laboratory each week. A fee of $1.50 is charged for materials used.

A. Elementary Physics.—This course includes properties of matter, mechanical forces of solids and liquids, motion, sound, and energy. A knowledge of elementary algebra is required. Hoadley's "Brief Course in Physics." Four hours, first semester. —Prof. Hickman.

B. Elementary Physics.—Continuation of course A. This course includes heat, light, magnetism, and electricity. Hoadley's "Brief Course in Physics." Four hours, second semester.—Prof. Hickman.

CHEMISTRY.

C. General Chemistry.—Lectures and laboratory work. This is a study of the important facts and fundamental theories of chemistry; the laws of chemical combinations; the writing of equations expressing chemical actions; and the solving of chemical problems. Remsen's "Brief Course in Chemistry." Five hours, first and second semesters.—Prof. Maw.

AGRICULTURE.

A. Agriculture.—Farm management, preparation of soils and seeds for planting. Two hours, first semester.—Prof. Hinckley.

B. Agriculture.—A study of field crops, their care, conditions of growth, and methods of harvesting. Two hours, second semester.—Prof. Hinckley.

C. Animal Husbandry.—Principles of breeding and feeding. Selection and care of dairy and beef stock. Three hours, first semester.—Prof. Hinckley.

D. Horticulture.—A study of fruit growing, care and cultivation of orchard trees and small fruit plants. Three hours, second semester.—Pres. Cluff.

E. Practical Entomology.—This course is especially adapted to a study and classification of farm and orchard insect pests. Two hours, first semester. (Not offered during 1903-4.)

F.—Continuation of E. Two hours, second semester. (Not offered during 1903-4.)

G.—Care and culture of soil. A study of the nature, origin, and fundamental principles of soil management. Three hours, second semester.—Prof. Hinckley.

DEPARTMENT OF HOUSEHOLD ECONOMICS.

The object of the courses in Household Economics is to prepare young women for direct usefulness in the home. The aim throughout is practical, rather than theoretical. Eight courses are offered in Domestic Art, which includes instruction and practice in plain and machine sewing, dressmaking, and art needlework. Eight courses are offered in Domestic Science, which aim to fit girls for efficiency in plain and fancy cookery, nursing, dietetics, and similar studies.

DOMESTIC ART.

As will be seen, the courses in Domestic Art have been considerably changed and enlarged. Courses A, B, and C relate exclusively to scientific plain sewing. Courses D, E, F, G, and H are concerned with art needle-work. The remaining courses are devoted to dressmaking.

Students entering courses in dressmaking must have taken courses A and B. Otherwise they must pass an entrance examination to show that they possess the necessary preparation. Hitherto the instruction in this branch has aimed only to enable young women to do common home dressmaking, and two semesters of five hours per week was all the time devoted to it. But during the current year all this will be changed. A new method of teaching dressmaking will be introduced. Only six students will be admitted to any one class, to the end that there may be a more careful supervision of the work. Then, the course has been extended to two years, at the satisfactory completion of which a certificate of proficiency will be issued; and in order to strengthen the course further, and make it more practical, the department will conduct in connection with it a dressmaking establishment, which will solicit patronage, in order to give students practice in custom sewing under the eye of the instructor. Each student must furnish material for one dress,—the first that she herself is to cut and fit; she must also furnish several linings for practice in fitting. Only a nominal charge will be made for articles so completed. The instructor will be responsible to the public for satisfactory workmanship.

For those who cannot make it convenient to attend during the school week, a class in dressmaking will be conducted on Saturdays.

A. Plain Sewing.—This course consists of hand-sewing, giving practice in the various stitches on pieces of suitable material. The making of various simple articles. Two hours, first semester.—Mrs. Young.

B. Plain Sewing.—The making of lingerie. Sewing by machine and hand. The work consists of elementary sewing, development of the patterns and designs by which the articles are to

be cut, and the completing of these for wear. A series of lessons will be devoted to scientific darning and patching. Given in periods of two hours, three times a week, both semesters. Three hours' credit.—Mrs. Young.

C. Sewing.—Continuation of B. Two hour periods, twice a week. Two hours' credit.—Mrs. Young.

D. Drawn-work.—Preparatory requirements: Course A, Plain Sewing. Crocheting and knitting of various articles of utility. Two hours, first semester.—Mrs. Young.

E. Modern Point Lace and Sloyd.—Requirements: Drawing, Course A. Work of the semester: samples of stitches; one piece of Royal Battenberg lace, and one of point lace. At least two articles of utility in the home to be made of paper sloyd, will be required. Subject for supplementary study: lace, its classification and history. Two hours, second semester.—Mrs. Young.

F. Embroidery.—Requirements: Drawing, Courses A and B. Work of semester: samples of embroidery stitches and application of same in American outline embroidery. French laid work and cut work. Supplementary study: conventional design and color harmony in decorative needle-work. Classification and history of embroidery. Two hours, first semester.—Mrs. Young.

G. Embroidery.—Requirements: Drawing, Courses A and B. Shading of natural designs. Mountmelick, cross-stitch, tapestry, and various other classes of embroidery in vogue. Supplementary: natural designs and color harmonies continued. Good taste in home decoration. Students are expected to draw their own designs for the above two classes and make water color studies for the same. Two hours, second semester.—Mrs. Young.

H. Advanced Art Needle-work.—Continuation of the four preceding branches of art work. Two hours, first and second semesters.—Mrs. Young.

I. Elementary Dressmaking.—Practice in sewing as related to dressmaking, with demonstrations and special drill in technicalities. Study of fabrics, study of the human form, beauty of line sand color in dress, propriety and hygiene in dress. Four two-hour periods per week, first semester.—Miss Lucile Young.

J. Elementary Dressmaking.—Continuation of I, with drafting of complete dress patterns, and cutting and fitting. Two hours per week, second semester.—Miss Lucile Young.

K. Advanced Dressmaking.—Drafting, fitting, and finishing of dresses, continued. Development of contemporary styles. Hygiene and artistic dress designing. Color continued. Study of drapery and trimming. Four two-hour periods per week, first semester.—Miss Lucile Young.

L. Advanced Dressmaking.—Continuation of K, with special stress on art in dress. Making of tailor gowns. Four two-hour periods, second semester.—Miss Lucile Young.

DOMESTIC SCIENCE.

A. Foods.—Laboratory work, collateral reading, lectures and discussion. This course considers the composition and nutritive value of food materials, and the fundamental principles and processes of cooking. Practice will be given in the cooking of fruit, cereals, vegetables, eggs, and meats. Three hours, first semester.—Miss Ward.

B. Foods.—Continuation of A Practice will be given in the making of batters and doughs, salads, ices, and various desserts. Three hours, second semester.—Miss Ward.

C. Household Chemistry.—Laboratory work, reading and discussion. This is a course of instruction designed to present the study of the principal food products; such as sugars, starches, proteids, animal and vegetable fats, water, and mineral salts. Special attention will be given to the changes taking place during the operations of cooking, and to the analytical tests applied to them; to the chemical aspects of fermentation and putrefaction, and the prevention of the same by chemical means; to sterilization; to the corrosive action of food constituents, acids, etc., on utensils; to saponification, the action of detergents, and hard and soft water; to the testing of milk, butter, cheese, water, etc., fr purity; and to the chemistry of fuels and

illuminants. Prerequisite: General Chemistry. Five hours, second semester.—Miss Ward.

D. Food and Dietetics.—Laboratory work, collateral reading, lectures and discussion. This course elaborates and applies the principles established in the previous courses. It aims to present the kinds and amount, and the preparation of food materials best suited to the needs of the human system under various conditions, also the comparative cost of different materials with reference to their food for infants and invalids and in inexpensive cookery. Three hours, first semester.—Miss Ward.

E. Continuation of D.—Practice will be given in fancy cooking; in planning, cooking and serving meals; and in making out dietaries. Three hours, second semester.—Miss Ward.

F. Sanitation and Economics.—This course considers the following subjects; situated and structure of the house, lighting, heating, and ventilation, water supply, disposal of waste, cleansing, and healthful and artistic furnishing. Two hours, first semester.—Miss Ward.

DEPARTMENT OF PHYSICAL CULTURE.

THE ATHLETIC ASSOCIATION.

The Academy has a thoroughly organized Athletic association, including uniforms and physical equipments. Sports, games, and feats involving physical strength and agility are encouraged, on the principle that a sound and vigorous body is a prerequisite to a healthy mind. The bulletin boards contain from time to time, challenges by this class or that, and do not wait long for affirmative replies from classes challenged. Girls as well as boys enter into these contests. Occasionally a challenge comes from or is sent to another school, and then all class rivalry ceases, and the students with tremendous enthusiasm present a common front to the enemy.

The School at various times has held the State championship in foot-ball, base-ball, basket-ball, and general track athletics.

The year closed (1902-1903) was especially a successful one. The Association took in over $600 gate receipts, fitted out all its teams, and still has money in the treasury. It carried off also the State championship in general track athletics.

By way of stimulating emulative rivalry among the various classes, cups and other trophies to be contested for, have been presented to the Association, by interested friends and patrons of the manly arts. As a consequence there has been awakened great enthusiasm, which finds appropriate vent on field days and other holiday occasions.

DANCING MATINEES.

In order to furnish the recreation and physical exercise necessary to the student accustomed to a "good time" during the winter months at home, the Academy gives a matinee in the Gymnasium hall every Saturday evening from five o'clock till eight. Coming at a time when they do not interfere with study, and being furnished with music by the full Academy orchestra, these parties have grown very popular, and in the case of many students fully satisfy the desire for dancing. The regular parties are held every five weeks.

GYMNASIUM WORK.

The Gymnasium occupies the third story of the Training school building. It is a substantial brick building 125 feet long by 65 feet wide. It is equipped with the best standard apparatus, and every opportunity for physical training given by the best gymnasia of the land is here obtainable. The equipment includes four dressing rooms supplied with lockers, shower-baths, and closets. Four courses are given in the Gymnasium as follows:

A. Physical Training for Men.—This includes free-arm movements, dumb-bell and Indian-club drill, and apparatus work. Five times per week, two hours' credit; or three times per week, one hour credit. Two or more sections will be organ-

ized, according to the number of applicants. First semester.—W. A. Colton.

B. Physical Training for Men.—Continuation of A. Five times per week, two hours' credit; or three times per week, one hour credit. Second semester.—W. A. Colton.

C. Physical Training for Women.—The work is adapted to the needs of women and includes the Delsarte and Swedish systems. Two times per week, one hour credit. First semester. —Lucile Young.

D. Physical Training for Women.—Continuation of. Two times per week, one hour credit. Second semester.—Lucile Young.

SPECIAL WORK IN ELOCUTION.

Aside from the regular courses as offered under the head of English, an opportunity is here given to receive special training in elocution and physical expression. Miss Miriam Nelke, who has charge of this work, will enter upon her fourth year in the Academy as private instructor in the art of expression. The department has prospered under her guidance and is growing each day in popularity. Dramas and elocutionary recitals have occasionally been presented by this department, and students are frequently called upon to appear at meetings of the Literary society, upon Commencement programs, and at public entertainments generally. In this way they obtain the needed experience and practice in public speaking.

A two years' course is outlined. Upon its completion a student, who is otherwise qualified as to general scholarship, may receive a certificate in Elocution, at the recommendation of the teacher, and upon the approval of the Faculty. But no student shall be entitled to a certificate unless he has had at least four semesters' work in class and twenty hours' private training.

A. Training in Articulation, Pronunciation, phrasing, emphasis and inflection. Physical exercises to insure proper carriage of the body, and proper freedom and grace of movement. Breathing exercises. Vocal drill for tone placing, clearness, and purity. Study of the underlying principles of Delsarte's phil-

osophy of expression. Analysis of selections in narrative style. Recitations. Text-book,—Southwick's "Elocution and Action." Two hours first and second semesters.—Miss Nelke.

B. Continuation of Course A.—Drill in the elements of vocal expression. Voice training through the imagination. Continuation of Delsarte's philosophy. Aesthetic gymnastics. Studies in impersonation. Correction of voice defects and mannerisms. Reading and recitation. Text-book,—Southwick's "Elocution and Action." Two hours first and second semesters.—Miss Nelke.

C. Pedagogical Aspects of reading and elocution. Literary interpretation. Original work in pantomime. Study of dramatic scenes. Readings from Shakespeare. Text-book,—Clark's "How to Teach Reading." Two hours, first and second semesters.—Miss Nelke.

D. Resume of the work of entire course. Studies in values, rhythm, and atmosphere. Original work in pantomime and recitation. Literary interpretation. Criticism. Discussion of methods of teaching. Text-book,—Clark's "How to Teach Reading." Two hours, first and second semesters.—Miss Nelke.

TUITION FEES.

Private lessons—$1.00 per lesson (three-fourths' hour.)
Class of three—$10.00 each for twenty lessons.
Class of five—$7.00 each for twenty lessons.
Class of eight to twelve—$5.00 each for twenty lessons.
Special certificates in Elocution—$1.00.

The School of Music.

GENERAL INFORMATION.

FEES AND EXPENSES.

For a Life-membership certificate, admitting the student to all general courses of Music, and to any other course in the High school or College, $20. An expense fee of $5.00 and a library fee of $1.00 will be charged each year.

For private lessons: Professor Lund, vocal or instrumental, 75 cents per half hour; Mr. ————, piano 75 cents per half hour, mandolin and guitar, 50 cents per half hour; Mr. Miller, violin or cornet, 75 cents per half hour; Mr. Reid, organ, 50 cents per half hour; Miss Howe, piano, 50 cents per half hour.

Admit to brass band, regular orchestra, or mandolin and guitar orchestra, $3.00 each semester, or $5.00 a year. Special certificate in Music, $1.00; diploma of graduation, $5.00.

GENERAL AIMS.

The school of Music aims to give theoretical and practical instruction in branches indispensable to the educated musician, and has this advantage over private instruction, that by a participation of many in the same studies, a true musical feeling is awakened; a feeling which promotes industry, spurs emulation, and is a preservative against onesidedness in taste—a tendency against which every singer and player, especially during training years, should be on his guard. By the singing of the choir in daily devotional exercises, by the rendering of programs, and by taking part in two concerts given each semester, pupils are

afforded opportunity to become accustomed to public performances, and are thereby the better able to satisfy the demands which the present makes upon the musician.

EXTENT OF WORK.

Courses extend over three years or six semesters; four in the High school and two in the College. At the beginning of each year new classes are organized. Every pupil applying for admission must undergo an examination, by which it will be ascertained whether he possesses talent necessary for his enrollment. Pupils exhibiting sufficient preliminary knowledge and capability, can at once be placed in upper classes. Should it be thought necessary, these pupils may be required to attend lower classes as "repetition."

KIND OF INSTRUCTION.

Theoretical instruction discusses harmony, part writing, counterpart, canon, forms of composition. Practical instruction is given (1) in singing; (a) choral, (b) quartette, (c) solo, (d) method of teaching; (2) instrumental music; (a) pianoforte, (b) organ. (c) solo playing, (d) accompaniment, (e) playing in public, (f) violin, (g) wind instruments, (h) mandolin and guitar.

PRIVATE LESSONS.

Private instrumental music is arranged for between students and the various instructors. It is given by the semester and payable in advance. Credit according to the judgment of the Director of the school of Music, will be given for private instrumental music.

GRADUATION.

Certificates are given on the successful completion of any of the courses named below, or for private instrumental or vocal work ,after a certain degree of efficiency has been attained, to be determined by the Director of the School of Music. Diplomas

of graduation will be awarded either for vocal or instrumental music on the successful completion of all the work offered in the department; provided that the student shall satisfy the Faculty of music that his music abilities entitle him to the award. Students in this department must elect part of their course each semester from the prescribed High school curriculum, and will not be considered eligible for graduation if they are deficient in English or other essential branch of a common school education.

VOCAL MUSIC.

Under the training of Professor Lund, himself a graduate of the best schools of vocal and instrumental music in Europe, the singing classes of the Academy have attained an enviable celebrity throughout the intermountain region. Over two hundred students begin the training of their voices in this school every year. Some of the brightest of Utah's singers, now well on their way toward fame, received their first inspiration in these classes.

A. Reading and Voice-building.—Two hours, first semester.—Prof. Lund.

B. Reading and Part-singing.—Two hours, second semester.—Prof. Lund.

C. Style Anthems.—Two hours, first semester.—Prof. Lund.

D. Expression, Criticism, Easy Choruses.—Two hours, second semester.—Prof. Lund.

E. Harmony.—Common triads. Inversions. Chords of Seventh. Four hours, two hours' credit, first semester.—Prof. Lund.

F. Harmony (continued).—Altered chords. Passing tones. Modulations. Key relations. Four hours, three hours' credit, first semester.—Prof. Lund.

1. Difficult Quartette and Chorus.—Three hours, first semester.—Prof. Lund.

2. Opera.—Selection from oratorio and opera. Three hours, second semester.—Prof. Lund.

THE BRASS BAND.

Under the efficient leadership of Professor Albert Miller, late member of the Royal Orchestra of Berlin, this department of the school of Music has taken a vigorous stride forward. First class instruments for a membership of sixteen, and uniforms for the same number, to remain the property of the Academy, were purchased and paid for last year. Needless to say the music furnished by the Band was the inspiration of every important occasion. The coming year promises a still more notable advance along this line.

A. Beginners' Band Music.—This course is especially designed for those who have had little or no opportunity, but who are desirous of attaining proficiency in the art of music. It is a course offered in no other school, perhaps in no other place, in Utah, and will give the student a thorough understanding of the fundamentals in music; as, pitch, staff, clefs, duration of sound, time, signature, scales, keys, etc., and the playing on instruments. Four hours, two hours' credit, first and second semester.—Ass't-Prof. Miller.

B. Advanced Band Music.—After the completion of course A or its equivalent, students may enter the advanced course. Course B is adapted for those who have had some musical training, but who are not able, to play high grade music. The course considers how to interpret music, the style, embellishments, expression, tone, time, taking breath, and other such details. Four hours, two hours' credit, first and second semester. —Ass't-Prof. Miller.

THE ORCHESTRA.

This organization consisted last year of twelve members, who, under the leadership of Professor Miller, developed a proficiency that was the delight of all who heard them. They played for all the Academy parties and musicales, and were much in demand from outside sources. The Band and Orchestra form necessary complements of the private lessons given by Professor Miller on the cornet and violin. These organizations aim di-

rectly at fitting young men for leadership in bands and orchestras.

A. Orchestra Music.—Four hours, two hours' credit, first semester.—Ass't-Prof. Miller.

B. Orchestra Music.—Continuation of A. Four hours, two hours' credit, second semester.—Ass't-Prof. Miller.

1. Conducting Band and Orchestras.—One hour, first and second semesters.—Ass't-Prof. Miller.

MANDOLIN AND GUITAR CLUB.

Not every town can have an orchestra, mainly for the reason that it can not support one. But every town can have a mandolin and guitar club; and for the purpose of all-round musical entertainments, this is not only the simpler but the better organization. Believing that there is a wide-spread demand for this kind of music, the Academy has arranged for private lessons on the mandolin and guitar; and as a natural and necessary complement thereto, will conduct a mandolin and guitar club, membership in which will be open to all as soon as they have attained the requisite degree of efficiency.

A. Mandolin and Guitar Music.—Four hours, two hours' credit, first semester.—Prof Partridge.

B. Mandolin and Guitar Music.—Four hours, two hours' credit, second semester.—Prof. Partridge.

The Preparatory School.

GENERAL INFORMATION.

FEES AND EXPENSES.

All fees and tuition are payable in advance. Admit for one year $15.00; for one semester, $10.00. An annual library fee of $1.00 is charged every student. Certificates of graduation, $1.00. For rates in the courses in Music, open to Preparatory students, see school of Music.

CLASS OF STUDENTS DESIRED.

The work in this school is adapted for young people below the High school grade who are somewhat advanced in years and whose opportunities have been too limited to complete the public school curriculum as far as the eighth grade.

There are no entrance requirements other than the desire to work and the determination to be a lady or a gentleman.

The studies are adjusted to the needs of the students. The work is not described as seventh, eighth, or any other specific grade; it is suited to the capacity of the students, whatever that may be. Special teachers are provided to assist those who are not prepared to enter regular classes.

ADVANTAGES OF THE SCHOOL.

Grown-up young people may enter this school without feeling the chagrin that often results from mingling with younger

and smaller students in the public schools. Students of the Preparatory school have the same privileges as those in the High school or College. The Academy is noted for the absence of social distinctions among its students; the only time a student is distinguished from his fellows is when some of the characteristics of a lady or a gentleman are lacking.

GRADUATION.

Many young people in this department have finished, in a remarkably brief time, the entrance requirements to the High school. During the past year, two hundred and forty students were enrolled in the school, with sixteen instructors and tutors. Fifty-two of these students received, at the end of the year, certificates of graduation entitling them to enter upon High school work.

EXPLANATION OF STUDIES.

FIRST SEMESTER—FIRST YEAR.

Theology.—Biographies of prominent characters in the history of the Church. Three days, one hour each day.

Reading.—"Stepping Stones to Literature," Seventh Book. Five days, one-half hour each day.

Grammar.—"Graded Lessons in English," Reed and Kellogg, pages 1-95; supplemented with composition. Five days, one hour each day.

Arithmetic.—"The Milne Arithmetic." Book II, page 1-70. Five days, one hour each day.

Geography.—"Tarr and McMurry's Geography," Second Book, pages 1-199. Five days, one-half hour each day.

Spelling.—Five days, one-half hour each day.

Penmanship.—Both vertical and slant systems will be taught. Four days, one-half hour each day.

SECOND SEMESTER—FIRST YEAR.

Theology.—Biographies of Book of Mormon characters. Three days, one hour each day.

Reading.—"Stepping Stones to Literature," Seventh Book continued. Five days, one-half hour each day.

Grammar.—"Graded Lessons in English."—Reed and Kellogg, pages 95-164, supplemented with composition. Five days, one hour each day.

Arithmetic.—"The Milne Arithmetic," Book II, pages 71-140. Five days, one hour each day.

Geography.—"Tarr and McMurry's Geography," Second Book, pages 200-435. Five days, one-half hour each day.

Spelling.—Five days, one-half hour each day.

Penmanship.—Same as first semester, continued. Four days, one-half hour each day.

FIRST SEMESTER—SECOND YEAR.

Theology.—Lives of Old Testament Prophets. Three days, one hour each day.

Reading.—"Stepping Stones to Literature," Eighth Book. Five days, one-half hour each day.

Grammar.—Reed and Kellogg's "Higher Lessons in English," pages 1-148; Composition once a week. Five days, one hour each day.

Arithmetic.—"The Milne Arithmetic," Book II, pages 151-230. Five days, one hour each day.

Spelling.—Five days, one-half hour each day.

Penmanship.—The aim is to acquire a good, legible hand. Upon reaching the standard, students may be excused from class recitations. Four days, one-half hour each day.

SECOND SEMESTER—SECOND YEAR.

Theology.—The Life of Christ. Three days, one hour each day.

Reading.—"Stepping Stones to Literature," Eighth Book. Five days, one-half hour each day.

Grammar.—Reed and Kellogg's "Higher Lessons in English," pages 148-312. Composition twice a week. Five days, one hour each day.

Arithmetic.—"The Milne Arithmetic," Book II, pages 231-318. Five days, one hour each day.

Geography.—"Tarr and McMurry's Geography," Third Book, pages 264-541. Five days, one-half hour each day.

Spelling.—Five days, one-half hour each day.

Penmanship.—The aim is to acquire a good, legible hand. Upon reaching the standard, students may be excused from class recitations. Four days, one-half hour each day.

The Training School.

GENERAL PURPOSE.

The Training school fills a dual office. (1) It furnishes instructions to pupils in all grades from the first to the eighth, and in this respect is a properly-graded school. It aims to take a child when it leaves the kindergarten, or when it first enters school, and carry it through the different grades until it is ready to enter the High school. The aim is to produce proper intellectual and moral development, as well as furnish the mind with a fund of general information. (2) It furnishes the classes for the practice work in Normal training. In this respect it is a Normal Training school.

EXPLANATION OF STUDIES.

THEOLOGY.

Knowledge of man's relationship to God. Man's duty to his fellowman. Love and reverence for divine things. Confidence in and respect for proper authority; taught through incidents from the lives and works of prominent theological characters in the Gospel dispensations, as taken from the Bible, Book of Mormon, Pearl of Great Price, and Church History. Supplemented by lives of eminent men and women and lessons on morals and manners. The course aims to cultivate spiritual and ethical

habits and tastes; to create a desire to obtain a testimony of the Gospel; and to understand the principles and doctrines of the Church.

First Grade.—Incidents in story form adapted to the grade. Reproduction and memory exercises.

Second Grade.—Child stories of ancient and modern Prophets.

Third Grade.—Principles of the Gospel illustrated by simple stories from Church works.

Fourth Grade.—Parables of Christ. Supplementary work from Church works.

Fifth Grade.—Stories from the Old Testament.

Sixth Grade.—Book of Mormon stories.

Seventh Grade.—New Testament.

Eighth Grade.—Principles of the Gospel.

WRITING.

Beginners, First, and Second Grade.—Blackboard writing. Special drills with lead pencils and paper for the purpose of developing mechanical skill and form.

Third, Fourth, Fifth, Sixth, Seventh, and Eighth Grades.—All reproductions to be carefully written. Special drills with pen and ink.

MUSIC.

First Grade.—Pleasing songs, words and music taught thoroughly. Letter names to lines and spaces. Syllable names to natural scale.

Second Grade.—The staff, clef, measure, time, and intonation. Songs.

Third Grade.—Sol feggio rudiments. Concert drill from blackboard. Songs.

Fourth, Fifth, Sixth, Seventh, and Eighth Grade.—Breathing exercises, voice culture, rudiments, songs.

READING.

First Grade.—Lessons correlated with nature and literature work. Lessons from the Arnold Primer and Stepping Stones to Literature. Also lessons from literature and phonograms to assist children in independent reading.

Second Grade.—Lessons based on nature and literature. Cyr's Second Reader and Stepping Stones to Literature. Second Book completed. Suplementary reading from Lights to Literature.

Third Grade.—Hectograph and typewritten stories from nature and literature. Cyr's Third Reader, and Stepping Stones to Literature. Third Book completed.

Fourth Grade.—Hectograph and typewritten stories from nature and literature. Cyr's Fourth Reader. Supplementary reading from books in library.

Fifth and Sixth Grades.—Cyr's Fifth Reader. Selections from Stepping Stones to Literature, Fifth book. Supplementary reading from books in library. ,

Seventh Grade.—Seventh book of "Stepping Stones to Literature." Seventh book of "Lights to Literature" for supplementary.

Eighth Grade.—Eighth book of "Stepping Stones to Literature." "Evangeline." "The Deserted Village," "Miles Standish."

SPELLING.

First Grade.—Sight spelling of words taken from lessons in nature, literature, and reading.

Second Grade.—Sight spelling and regular written spelling of words in nature, literature, and reading. New words learned and written in child's dictionary.

Selections from Whittier's "Child Life." Stories of children of other lands. Seton Thompson's "Wild Animals I Have Known."

Third Grade.—Flora Cook's "Myths," "Among the Giants," stories from Kipling's "Jungle Book," Seton Thompson's "Wabb," and "Lobo." "Black Beauty," Louisia M. Alcott's works, Lucy Larcom's poems, historical sketches.

Fourth Grade.—Biographical sketches of patriots. Stories and legends of Indians. Cary Sisters' "Poems," Eugene Field's "Poems of Childhood," Louisa Alcott's "Jo's Boys," nature myths, and poems.

Fifth Grade.—Modes of travel. Ship building. How people travelled long ago. Stories of the Norse men. Stories of the Crusades. The result of the Crusades upon travel. Story of Marco Polo and the regions he explored. Breaking up of the lines of trade by the Mohammedans. Spain under Ferdinand and Isabella. Story of Columbus and the discovery of America.

Third Grade.—Written and oral spelling of new words. Words spelled, defined, and used in sentences. Emphasize pronunciation. Sight spelling.

Fourth Grade.—New words; synonyms and antonyms. Dictionary word. Sight spelling.

Fifth Grade.—Words from literature, nature, and reading spelled, pronounced, and defined. Modern Speller from page 50 to 83.

Sixth Grade.—New words spelled, pronounced, and defined. Modern Speller from page 83 to 108.

Seventh Grade.—New words from different subjects. Modern Speller from page 108 to 134.

Eighth Grade.—Modern Spelled completed.

HISTORY AND LITERATURE.

Beginners and First Grade.—Poems and nature myths. Stories based on national holidays. Life of the Eskimo.

Second Grade.—Biographical stories of heroes and heroines.

Read:—Hall's "Viking Tales"; also "Stories from Marco Polo's Book," "King Henry of Portugal," "The Ancient Mariner," and "Captains Courageous." (Kipling.)

Sixth Grade.—Condition of America and Europe at the close of the fifteenth century. Indian tribes in respect to their manner of living, industries, and government. Spanish, Portuguese, English, and French explorations, discoveries, and possesions in America. Settlement of the Colonies. Causes which led up to the French and Indian war. The war and its results. Read:—"Miles Standish," "Grandfather's Chair," "A Night With Uncle Remus," "Rip Van Winkle," "Tales of Ancient Greece," "Stories from the Illiad and Odyssey."

Seventh Grade.—Union of the Colonies and their struggle for freedom. Causes that led to the Revolutionary War. The war and its results. The growth and the development of the Union. The war of 1812. Read:—Paul Revere's Ride; "Building the Ship"; "Grandmother's Story of Bunker Hill"; "Vision of Sir Launfal"; "Sir Galahad"; and other patriotic stories.

Eighth Grade.—The Western Movement. Settlement of the Western States. War with Mexico. Causes which led up to the Civil War. The war and its results. Growth of industries. Inventions and improvements. Brief study of Roman history. Development of the Empire. Cause of the Punic wars. Results. Roman methods of governing the conquered people. Compare with the United States.

Read:—Biography of Clay; Biography of Lincoln. Shakespere's "Julius Caesar."

GEOGRAPHY.

First and Second Grades.—Directions; observation of weather; lessons on pebbles, gravel, sand, clay, and loam; how soils are formed; work of a river; evaporation; condensation; forms of water; simple science lesson on temperature; expansion, contraction, liquefaction, and crystallization; air and movements of air; transportation and sedimentation.

Third Grade.—Geographical forms; islands, deltas, plains,

plateaus, valleys, canyons, cliffs, waterfalls. Study school ground and surrounding country. Provo in relation to neighboring towns. Imaginary journeys to other lands. The homes: tent, grass-house, snow house, brick house, lumber house. Manner of heating and lighting.

Fourth Grade.—Text, "Redway's Natural Elementary Geography." Supplementary books:—"The Little Journey" series, Carpenter's readers, "Children of Other Landss." The work is taken up in the form of narratives. Reproduction stories by the children. Journeys to other lands are taken. Afternoons with children of other lands. Songs and stories about the countries studied.

Fifth Grade.—North America as a whole. River basins. Large cities and why they have grown. Oceans and lakes. Special study of Utah and Salt lakes. Lake shores; work of waves; coast lines; harbors; light houses and life saving stations. Political divisions of the United States. South America compared with North America as to slopes, highlands, depressions, rivers, basins, rivers, climate, soil, vegetation, and people.

Sixth Grade.—Changes of the place and time of sunrise and sunset. Cause of variation in length of day. Rotation of the earth. Revolution of the earth. Measurements of the earth's surface. How mariners make their reckonings at sea. Study Eurasia as one great land mass.

Seventh Grade.—Africa. Islands of the sea. Earth as a whole. General review and comparison of continents. Oceans: length and breadth. Distributions of heat by ocean currents and winds. Distribution of moisture. Distribution of industries. Distribution of cities.

Eighth Grade.—General review of the political divisions of the world. Races of men. Forms of government. Special study of the government of the United States. Study of the Constitution of the United States.

ARITHMETIC.

Beginners', First, and Second Grades.—Sense training. Work based on Speer's method.

Third Grade.—Speer's Second Book.

Fourth Grade.—Speer's Elementary Arithmetic. Milne's Elements. Reading and writing of numbers to 1,000,000.

Fifth Grade.—Milne's, pages 178 to 231. Supplementary work from Werner's first and second books.

Sixth Grade.—Milne's second book from page 52 to 145.

Seventh Grade.—Milne's second book, from page 143 to 261. Werner's Arithmetic as supplementary.

Eighth Grade.—Milne's second book, completed. Werner's Arithmetic as suplementary.

LANGUAGE.

Beginners' and First Grade.—Oral and written reproductions. Sentence making.

Second Grade.—Oral and written reproductions of nature and literature. Paragraphing. Letter writing. Original compositions and narrations.

Fourth Grade.—Reproductions of nature and literature work. Letter writing and composition. Use of parts of speech. Use of capitals.

Fifth Grade.—Reed and Kellogg's "Graded Lessons in English," Book II, from page 9 to 124.

Sixth Grade.—Same book as Fifth grade. From page 124 to 246.

Seventh Grade.—"Reed and Kellogg's Higher Lesson in English," from page 1 to 168. Original stories. Reproductions.

Eighth Grade.—"Reed and Kellogg's Higher Lesson in English" from page 168 to 266. Literature and nature reproductions. Original composition work.

NATURE WORK.

First Grade.—Plant and fruit; apple, peach, grape, tomato, melon, pears, plums. Function of color, form, size ,taste. Collect a variety of fruit. Distribution of seeds by wind, water, animals, and man. Special study of the milk-weed and the burdock burr; autumn leaves studied according to color and form. Collect, press, and mount autumn leaves. Water, vapor, and steam; domestic animals; soils; germination of plants; birds; seeds; work of frost; trees, pine and spruce; crystals, natural and artificial compared; eggs, and the awakening of new life.

Third Grade.—Fruits. Compare and classify common fruits. Seed dissemination. Forms of water. Winter condition of trees. Exogenous plants. Study soils. The awakening of new life. Birds. The relation of the leaves, stem, and roots, to the whole life of the plant. Study the spring flowers.

Fourth Grade.—Animals. Lessons on flies and ants, frogs and tadpoles, and birds. Review work of previous grades. Also study rabbit, hen, turtle. Plants. Field lessons. Continue systematic study of trees. Compare fall plants with plant life in the spring. Effect of light upon plant life. Meteorology. Record observations of weather variations in slant of sun's rays, and moon's phases. Length of days, etc. Study of water and land forms. Physiology; the skin, the senses; movement of human beings compared with that of animals.

Fifth Grade.—The fall work will grow out of the field trips. The plant societies of the local regions will be studied in relation to the topographic forms on which they have developed. Animal life studied in its natural environment. Observation of weather and landscape changes. Classification of seeds and making of distribution charts. Experimental lessons upon heat, air, light, and sound. Study soils and relation of soils to plant growth.

Sixth, Seventh, and Eighth Grade.—The work of the year will, in general, follow the seasons. Study properties of gases; oxygen, hydrogen, and carbon dioxide. Air movements; winds, heating, and ventilation. Experiments to show weight and down-

ward pressure of air. Study weather conditions and the use of the thermometer, barometer, hydrometer, rain gauge, skiameter. Effect of heat and cold upon life. The deterioration of the constituents of various food-stuffs. Relation between weather and crops.

ART AND MANUAL TRAINING.

First Grade.—Art: illustration, representation, color study. Manual training: paper work, textile work, clay, building, booklets.

Second Grade.—Art: representation, illustration, color study. Manual training; carboard and paper construction, textile work, clay correlation.

Third Grade.—Art: design, representation, color study, needle-work. Manual training: textile work, paper and cardboard work, sawing and nailing, clay bead-work, booklets.

Fourth Grade.—Art: space-filling naturalistic, object drawing, subjective drawing, designs. Manual training: plaiting, braiding, weaving, needle-work, woodwork, correlation, bead-work.

Fifth Grade.—Art: space-filling, design, representation, objective pose-drawing. Manual training: woodwork, basketry, textile-work, bead-work.

Sixth Grade.—Art: design, motive-drawing, representation, constructive drawing, decorative drawing. Manual training: textile-work, woodwork, basketry, cardboard work.

Seventh Grade.—Art: line, dark, light, and color, representation, decoration, constructive drawing, design, needle-work. Manual training: basketry, textile-work, wire-work, book-work, stencil-work, woodwork.

Eighth Grade.—Art: pose-drawing for illustration, object-drawing, perspective, design, subjective-drawing, history of art. Manual training: applied design to basketry woodwork, stencil-work, wire-work, textile-work, bookwork.

PHYSICAL CULTURE.

Seventh Grade.—Importance of heart and lung action; moderately increased demands in apparatus work.

Eighth Grade.—Exercises of skill on apparatus. Outdoors: speed over short courses; running; endurance, long distance, moderately slow and fast; walking and running, with careful increase of duration. Forms of relay racing, team plays, and class contests.

The Kindergarten.

GENERAL INFORMATION.

THE NORMAL COURSE.

The aim of this department is to give special training to women who have the care of children and to others who wish to be aided by the thorough discipline and increased insight which the study of the Kindergarten system gives. The department gladly extends help to primary teachers, mothers, and other persons in the education of children, and freely gives information on kindergarten subjects to all desiring sympathy and encouragement.

VALUE OF THE COURSE.

The methods pursued lead to a harmonious development of the three-fold nature of the child, viz.: the physical, the mental, and the spiritual. Universal truths, truths of love, beauty, kindness, unselfishness, honor, work, and respect for the rights of others, are taught the child through play.

Those in training not only learn to lead the little ones to find and practice these truths, but are led to apply them in their own lives. Through the study of child-nature and right living the student also better prepares herself for motherhood. And it is through the mother that education will receive its impetus. Froebel wished the child's education to begin at birth ,or even before birth.

Primary teachers will find the Kindergarten course especially helpful, because it leads them to the psychological study of children and teaches them the application of universal principles to life and work.

FOR SUNDAY SCHOOL TEACHERS.

To the Sunday school teacher this training is invaluable. Froebel himself says: "My system of education is based on religion and must therefore necessarily lead up to religion." A special feature of this year's work will be a thorough course in the Kindergarten for Sunday schools; and on account of the increasing demand for trained Kindergarten teachers in these schools, it has been deemed advisable, by the S. S. Union board, to call young lady missionaries from different Stakes of Zion to attend the school. The course will comprise a study of the Mother Play text-book in connection with the life of Christ. Programs will be given, comprising songs, talks, and short stories for each Sunday during the year. A special class in Psychology will be taught in connection with the work.

ADMISSION.

The Kindergarten course embraces two years—a junior and a senior. Students entering the junior course must be at least sixteen years of age. The terms of admission and general entrance requirements are the same as those for the Normal course of the High school.

GRADUATION.

Upon the completion of the two years' work named below, with a total of seventy-two hours, the student is entitled to a Kindergarten Normal diploma. Diplomas cost five dollars.

THE KINDERGARTEN SCHOOL.

A complete and thoroughly equipped Kindergarten school, capable of accommodating fifty children, is conducted in connection with the Normal training work. The terms of admission

are $2.00 per term of ten weeks, or 25 cents per week, payable in advance.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a	3	Theology a	3
Mutter and Kose Lieder	1	Mutter and Kose Lieder	1
Gifts and Occupations	2	Gifts and Occupations	2
Observation and Practice, 3 hours daily, credit	4	Observation and Practice, 3 hours daily, credit	4
Psychology a	3	Psychology b	3
Vocal Music a	2	Physical Culture d	1
Physical Geography a	3	Physical Geography b	3
Drawing a	2	Drawing b	2

Second Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology c	3	Theology d	2
Mutter and Kose Lieder	1	Mutter and Kose Lieder	1
Theory of Teaching a	2	Theory of Teaching b	2
Program Work	1	Program and Stories	1
Gifts	1	Gifts	2
Psychology a	2	Psychology b	2
Observation and Practice, 3 hours daily, credit	5	Observation and Practice, 3 hours daily, credit	5
Physical Culture c	1	Physical Culture d	1
Vocal Music b	2	Life of Froebel	1

EXPLANATION OF COURSES.

THEOLOGY.

A. Book of Mormon.—History of its coming forth and relationship of the various books composing it. Students will read first half, including Book of Ether. Reynolds' "Story of the

Book of Mormon" may be used for reference. Three hours, first semester.—First section, President Cluff; second section, J. E. Hickman; third section, E. D. Partridge; fourth section, F. G. Warnick; fifth section, W. F. Ward; sixth section, E. H. Holt.

B. Book of Mormon.—External evidence of its divine authenticity. The doctrinal aspects of its teachings will be especially dwelt upon. Students will read second half and re-read didactic portions of the book. Orson Pratt's "Divine Authenticity of the Book of Mormon" will also be read. Three hours, second semester. Same teachers as in Course A.

C. Life of Christ.—The story of Christ's life will be followed as developed in the four Gospels, which students will be required to read. Special emphasis will be given to the principles he taught. Farrar's "Life of Christ" may be read for reference. Three hours, first semester.—First section, E. S. Hinckley; second section. J. C. Swenson; third section, Alice Reynolds.

D. Apostolic Age.—The lives and missionary work of the Apostles as set forth in the New Testament will be taken up. Students will read the Acts, the Epistles, and Revelations. Three hours, second semester. Same teachers as in Course C.

GIFTS, GAMES, AND OCCUPATIONS.

The course includes the study of the gifts, games, and occupations of the Kindergarten as taught by Froebel. Lectures upon the principles underlying the use of the gifts, games, and occupations are given, together with an opportunity to put the ideas thus gained into practice with little children, under the supervision of experienced directors. Froebel's "Pedagogics" is used as a text-book in all gift work. One hour, first and second semesters.—Ida Smoot Dusenberry.

MUTTER AND KOSE LIEDER.

Special emphasis is placed upon the careful study of the "Mutter and Kose Lieder," as it is the foundation of the entire Kindergarten system. It is made the center around which such

other studies are grouped in the curriculum as will best aid in unfolding and illustrating its principles. Froebel himself says: "I have here laid down the most important part of my educational method." One hour, first and second semesters.—Ida Smoot Dusenberry.

VOCAL MUSIC.

The greatest thinkers of the world from Plato to Goethe have realized the formative power of music in character-building. Froebel translated the dreams of others into practical reality in this creation of the Kindergarten, whose atmosphere is music.

A. Reading and Voice Building.—Two hours, first semester. —Prof. Lund.

B. Reading and Part-Singing.—Two hours, second semester. —Prof. Lund.

PROGRAM WORK.

Program work and its daily application in class work will be a matter of lecture by the Principal of the Kindergarten and suggestions and discussions by members of the class. Programs are based upon "Mutter and Kose Lieder." One hour, first and second semesters.—Ida Smoot Dusenberry.

OBSERVATION AND PRACTICE.

Each student is required to attend regularly a Kindergarten class, which will be assigned by the Principal of this school, and act as a cadet during the first and second years. During the first year the cadet will spend her time largely in observation work and small duties asigned her in the Kindergarten. During the second year she will devote her time to practical work with the children and spend a certain number of weeks in visiting other Kindergartens. The Principal of the Kindergarten will report regular attendance of students, for which credit will be given toward graduation on the books of the Academy. First year. Four hours, first and second semesters.—Ida Smoot Dusenberry in charge.

PHYSICAL GEOGRAPHY.

A. Land Surfaces.—This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size, and density. Terrestrial magnetism. Three hours, first semester.—Prof. Hinckley.

B. Water Surfaces.—Continuation of A. Distribution of water surfaces. The ocean: area, depth, composition, temperature, waves, currents, and tides. Three hours, second semester.—Prof. Hinckley.

DRAWING.

A. Representative Art.—The principles of freehand perspective will be given through a study of common household objects, and outdoor scenes. Sketching will be done with pencil, charcoal, and brush. Texture and color will be studied through representation of land surfaces, trees, foliage, and animals. Requirement, the course in Preparatory drawing, or its equivalent, Material: Pencils, paper, charcoal, water colors, drawing board. Two hours, first and second semesters.—Aretta Young.

B. Representative Art.—A continuation of A, with practice in quick and ready blackboard illustration for language, geography, and science lessons. Aims and methods of teaching drawing and form study in the elementary school, will be subjects for study and discussion. Requirement, the course in A, or its equivalent. Material: paper for drawing and for color charts, pencils, charcoal, water colors. Two hours, first and second semesters.—Aretta Young.

PSYCHOLOGY.

A. Elementary Psychology.—Relation of Psychology to individual development. Psychology in education. Roark, complete. Requirement, Algebra A. Three hours, first and second semesters.—Prof. Hickman.

B. Pedagogical Psychology.—Relation of Psychology to sociology, ethics, and pedagogics. Lectures supplemented with complete text of Halleck's "Psychology and Psychic Culture." "Psychology of Education," by Compayre; "Psychology Applied to Education," by Baldwin. Requirements: Phychology A and Physiology A and B. Three hours per week, first and second semesters.—Prof. Brimhall.

THEORY OF TEACHING.

A. History of Education.—This course deals with educational aims, scope of education, outline history of education, and general theories of education as set forth by ancient and modern educators. Lectures supplemented by research on the part of the student. Seeley's "History of Education," and current educational literature. Two hours, first and second semesters.—Prof. Brimhall.

B. School management.—Comparison of the so-called new education with the old education. The ideal and real in education. Relationship of educational factors, the home, the school, the church, the state, the press, society in general. Aptitudes in education. Persons whom education most affects; teachers, pupils, patrons, school officers. School management, including school organization, regulations, rewards, punishments, recreations. School plans and programs. Lectures supplemented by personal research. White's "School Management" and Hughes' "Mistakes in Teaching.' Three hours, first and second semesters. —Prof. Brimhall.

PHYSIOLOGY.

A. Elementary.—A practical course in human physiology, which will furnish a basis for the study of hygiene. Physical habits and development will receive special emphasis. Two hours, first semester.—W. A. Colton.

B. Elementary.—A continuation of A. Two hours, second semester.—W A. Colton.

PHYSICAL CULTURE.

C. Physical Training for Women.—The work is adapted to the needs of women and includes the Delsarte and Swedish systems Two times per week, one hour credit.—Miss Lucile Young.

D. Physical Training for Women.—Continuation of Course C. Two hours, second semester.—Miss Lucile Young.

Missionary Department.

GENERAL INFORMATION.

ENTRANCE REQUIREMENTS.

Admission to this department is free, with the exception of one dollar library fee charged all students. Reasonable preparation—such as to equal at least the seventh grade work of the district schools—will be required of all students entering this department. Where applicants present themselves with inefficient preparation, they will be recommended to take a semester or two in the Preparatory school previous to entering the Missionary classes.

THE CURRICULUM.

The courses in the Missionary department, with the exception of the classes in English, have been laid out by the Church Board of Examiners in consultation with the First Council of Seventies. They embrace a range of information considered necessary for Elders in the field. Two grades will be organized running parallel but differing in amount of effort required, according to the native capacity and previous preparation of the student.

THE CALL.

Young men and young women can become members of this department only through a call made by the First Presidency. They must therefore consider themselves on a mission as truly as if called into the field; or, in other words, they must consider

themselves, so far as character and deportment are concerned, as representatives of the Church of Jesus Christ of Latter-day Saints, must be willing to make the same sacrifices to complete the course that they would make to complete a mission, and remember that an honorable release is obtainable only through the authority that called them or by the termination of the course.

CLASS ORGANIZATION.

For the purpose of getting nearer to one another and of taking their place properly in all school contests, the Missionary students form themselves into a class, with president, secretary, treasurer, constitution and by-laws, banner, class-colors, and all the other adjuncts of student organization.

GENERAL LECTURE COURSE.

In order to increase the range of general information on the part of Missionary students, to the end that they shall be better prepared on many incidental questions which they are likely to meet in the field of labor, a course of general lectures has been established on subjects like the following: "Getting Ready for Departure"; "What to Take and Not to Take on a Mission"; "Things Well to Know in Traveling"; "Proper Missionary Deportment"; "Special Requirements in the Missionary Field"; "How to Make Friends and Conciliate Enemies," etc. These subjects will be treated by experienced members of the Academy Faculty, also by Mission presidents, returned Elders, and prominent brethren whenever occasion shall bring them to us, so that their services can be obtained.

INCIDENTAL WORK.

To the end that Missionary students may get all the practice possible, repetition classes, of eight or ten members each under a competent leader, are formed to discuss the doctrines and principles set forth in the regular class-work, and also to give further opportunity for the bearing of testimonies. These

classes have proved of great value in leavening the worldliness of young men; on the principle that it is what we do, not what we learn, that moulds character. Another equally useful student class is what Dr. Maeser used to call a General Theological meeting. Students succeed each other in presiding, leading in singing, acting as secretary, preaching a discourse, answering questions, and bearing testimony—all more or less extempore and sometimes impromptu. At these meetings all members of the class are present and visitors are invited.

GENERAL DIRECTIONS.

Missionary students will present to the President the letters calling them to take the course. After that they will take the same steps to be admitted and be governed by the same rules and regulations as other students. See instructions elsewhere in this catalogue.

EXPLANATION OF COURSES.

THEOLOGY.

A. Principles of the Gospel.—A study of the principles of the Gospel and their application, using the standard works of the Church. Special emphasis will be placed on becoming acquainted with the lines of evidence supporting the doctrines of the Church. Five hours, first semester.—Elder Orin W. Jarvis.

B. Continuation of A.—Five hours, second semester.—Elder Orin W. Jarvis.

C. Church History.—A study of the leading events in ecclesiastical history, and especially in the founding and development of the Church of Jesus Christ of Latter-day Saints. Five hours, first semester.—Elder Orin W. Jarvis.

D. Continuation of C.—Five hours, second semester.—Elder Orin W. Jarvis.

READING.

A. Scripture Reading.—A selected course of reading aloud from the Scriptures intended to train the students in the art of reading and comprehending the written word of God. Throughout the course attention is paid to correct pronunciation, distinctness of utterance, breathing exercises, etc. Three hours, first semester.—Elder Walter Cluff.

B. Continuation of A.—Three hours, second semester.—Elder Walter Cluff.

SINGING.

A. Singing.—Practice in part singing, the object being to acquaint young men with the most useful and popular missionary hymns. In this course the Y. M. M. I. A. and Missionary Song book is used. Two hours, first semester.—Prof. Lund.

B. Continuation of A.—Two hours, second semester—Prof. Lund.

ENGLISH.

A course in English, either elementary or advanced, will be pursued throughout the year by each Missionary student who does not elect a course in foreign languages. Five hours, first and second semesters.

FOREIGN LANGUAGES.

Students preparing for foreign missionary work may take a course in German or Spanish, in lieu of English.

The Beaver Branch.

GENERAL INFORMATION.

CALENDAR AND AUTHORITIES.

The current school year, 1903-1904, will be the sixth academic year of the Beaver Branch. The school opens for entrance examinations September 7, and instruction begins in all classes September 8. The calendar does not otherwise differ from that of the parent institution, save that there are no conference vacations, and school closes one week earlier, Commencement exercises being held on May 22, 1904. The authorities of the institution consist of the Faculty, whose names are printed at the beginning of this catalogue, and the Executive committee, viz.: Charles D. White, John R. Murdock and M. L. Shepherd.

LOCATION AND HISTORY.

Old Fort Cameron is situated at the mouth of Beaver canyon in the path of the mountain breezes, thus insuring good water and pure air—two elements necessary to a healthy school—and making it one of the most suitable locations for an educational institution in Utah, or indeed in the West.

The Fort consists of twenty-one large stone buildings, besides barns, workshops, etc., all substantially built. In the center is a drill ground of ten acres, now a campus, surrounding which are streets lined on both sides with shade trees. The houses face the street and thus face the square or campus. On the south of the Fort, situated on the banks of the stream, is a

large grove, and surrounding this and the Fort are 240 acres of excellent farm and pasture land, which in time will be used for an agricultural department.

This property, valued at twenty-five or thirty thousand dollars, came into the possession of the Brigham Young Academy mainly through the gift of John R. Murdock and P. T. Farnsworth. A system of three reservoir sites of sufficient capacity to irrigate all the lands, and valued at three thousand dollars, was donated by A. Kent Farnswroth.

The people of Beaver county re-shingled and fitted up for school purposes all the buildings, and pledged themselves to donate twelve hundred dollars a year during ten years for school maintenance, while the Stake Academy board donated the Academy building upon which will be realized at least five thousand dollars. These, with the appropriations made by the Academy at Provo, the tuition, and the amount received from rent of houses and rooms to students, makes an income sufficient for the establishment of a first-class high school.

EDUCATIONAL AIMS.

With a view to carrying out the designs of the Founder of the parent institution, instructions are given:

1. In the principles and doctrines of the Church of Jesus Christ of Latter-day Saints. 2. In the principles of morality and moral responsibility. 3. In the elements of self-control, on the principle that a free people or a free person must become such through self-control. 4. In the arts and sciences usually given in primary schools and high schools. 5. In such general training as will fit young people for practical life.

The aim, in short, is to promote man's complete development, physically, morally, intellectually, and spiritually.

FEES AND EXPENSES.

All rents, fees, and tuition are payable in advance.

Textbooks.—The school conducts its own book store, and books are sold to students at a slight margin above cost.

Rooms.—As the school owns its own buildings, it is enabled to rent rooms at the very low figure of 75 cents up to $2.00 per month. Houses of six rooms rent for $6.00 per month. A deposit of $1.00 will be required of students renting rooms, which will be returned upon the inspector of buildings finding same in good condition.

Board.—Board will cost from $2.00 to $2.50 per week. Where students board themselves the cost is reduced. Students should provide themselves with the necessary furnishings for their rooms.

Tuition.—In the Normal department students may obtain a Life membership certificate for $15.00 and pay a yearly expense of $5.00 and a library fee of $1.00, making the first year's expense $21.00 and subsequent years $6.00 per year; or he may pay a yearly fee of $11.00 per year, and a library fee of $1.00 per year without the membership certificate. Tuition per week: Normal school, $1.25; Preparatory school, $1.00.

A membership certificate issued by the Beaver Branch is good in the Academy at Provo, and so also one issued in Provo is good in Beaver.

In the Preparatory department a fee of $10.00 per year with a library fee of $1.00, will be charged.

Graduation Fees.—For Normal school diplomas, $3.00; for special certificate on one subject, $1.00. A laboratory fee of $1.50 is charged all who take Physics; $1.00 is charged for Zoology, and $1.00 for Botany.

Dormitories.—The school is well supplied with houses containing large, well-ventilated rooms. Renters are required to keep houses and surroundings in a clean and sanitary condition.

Other Expenses.—Wood for fuel can be purchased at from $1.75 to $2.50 per cord. Students having teams can easily haul their winter's supply from the adjacent hills, Saturdays. By bringing provisions from home and renting rooms, students will be able to attend school the entire year with a cash outlay of from $50.00 to $60.00.

ADMISSION.

The Academy is open to students of both sexes and of any religious denomination. Evidences of good moral character, such as recommendations from Bishops or other worthy citizens, will be required, when the applicant for admission is not known. In cases of students not admitted on certificate, entrance examinations will be necessary in order to enroll in the High school. Such examinations will not be technical, but will be sufficiently searching to ascertain the student's scholastic standing, in order that teachers may advise him as to the most desirable class to enter.

GRADUATION AND PROMOTION.

Students completing the work of the Preparatory department will receive a certificate of promotion to the Normal school. Students completing the three years of the Normal course, or receiving 108 hours' credit, are entitled to a certificate of promotion to the fourth year Normal course in the Academy at Provo, at the completion of which work, or the attainment of 144 hours of Normal credits, they are entitled to a Normal diploma.

THE POLYSOPHICAL SOCIETY.

This organization meets every week. Its aim is to furnish profitable recreation for the students. During the past year the best local and distant lecturers were secured. The lecture calendar will be arranged early in the year, and this promises to be one of the most profitable features of the schaool.

LECTURES DURING 1902-1903.6

Prof. R. Maeser, "An Hour and a Half in Chinatown," September 19.

Pres. B. Cluff, Jr., "Honor Thy Father and Thy Mother," September 26.

Prof. J. E. Hickman, "We Are as We Think," October 18.

Pres. J. F. Tolton, "The Story of Corianton," October 24.

Prof. J. B. Keeler, "Commercial Work," November 15.

Prof. A. M. Hanson, "Character," November 24.

Miss Bell Richards, "Seek Ye First he Kingdom of God," December 5.

Elder William Fotheringham, "India and Her People," January 30.

Prin. A. B. Anderson, "The Chosen People," February 14.

Class of 1905, "One Hour and a Half with Longfellow," February 28.

Hon. R. R Tanner, "Suffrages of the People," March 6

Prof. A. M. Durham, "Beauties in Music," March 27.

Mr. B. S. Young, "How to Grow Old Gracefully," April 10.

Psychology Class, "Development of the Mind," April 17.

Prof. R. L. Woodward, "The Nazarene."

LIBRARY AND LABORATORY.

Many books of reference have been added to the library since last year. Government periodicals, daily papers, journals, are also constantly received. Bequests have been made by students as follows: By the class of 1901, a Theological library; by the class of 1903, a Pedogagical library; by the class of 1905, an Historical library; by the class of 1906, a library of Fiction.

The laboratory of Physics and Chemistry has been very handsomely equipped with apparatus suited to the needs of the institution.

AMUSEMENTS.

The school being located some distance from Beaver, students are afforded an excellent opportunity of regulating their own amusements. The beautiful campus, a wide expanse of green sward, formerly the drill grounds of the United States troops, constitutes an irresistible invitation to athletic sports and manly games. The Concert hall, the best of its kind in the county, gives opportunities for dancing and theatrical entertainments. Each Saturday from 6 to 9 p. m. dancing matinees are given. Social gatherings are frequently held where all meet on a common plane as one large family.

DOMESTIC ORGANIZATIQN.

This department includes all students, no matter where they may board or lodge. Each boarding house is presided over by a Senior, to whom the Faculty looks for the proper deportment of the boarding place. In regular Domestic meetings, instructions are given in relation to proper living, caring for the health, amusements, and similar topics.

A branch of the Beaver ecclesiastical ward is organized, and includes all students living at the school. Sunday meetings, Sunday Normal schools, M. I. associations, and Priesthood meetings are held at regularly appointed times.

RULES AND REGULATIONS.

The following rules and regulations are intended merely as a guide, and not as a complete code:

1.—All students are subject to the rules and regulations both in and out of school.

2.—Profanity and obscenity in every form are strictly forbidden.

3.—The use of strong drink and tobacco is not allowed.

4.—Students may not attend public or private parties not under control of responsible persons. It is recommended that students attend no parties not under the control of the Academy.

5.—Irregularity in habits, keeping late hours, having improper associates, and visiting places of questionable repute are strictly forbidden.

6.—All students are expected to be diligent in their studies and regular in attendance at exercises and classes.

7.—Where two or more students reside in one house, one of them will be appointed Senior.

8.—No student can honorably discontinue attendance, except at the close of a semester, without obtaining from the Principal an honorable release.

9.—In case of injudicious expenditure of means, any student may be called to account by the Principal.

10.—Persons having complaints against students should report the same while the students are in attendance.

1.—Violation of any rules of the Academy lays the offender liable to suspension or expulsion.

12.—On entering school each student is placed under the immediate care of a teacher, who is known as his advisory teachers and to whom he will apply when in need of counsel or advice relative to his school duties and studies.

13.—The Faculty holds supervisory power over all arrangements for boarding and lodging in private houses.

14.—Students boarding or rooming at the school are not permitted to leave the grounds, for any length of time, without permission from their advisory teacher.

DEPARTMENTS OF THE SCHOOL.

THE PREPARATORY.

The work in this department is adapted for young people below the high school grade who are somewhat advanced in years and whose opportunities have been too limited to complete the public school curriculum as far as the eighth grade.

There are no entrance requirements other than the desire to work and the determination to be a lady or a gentleman.

The studies are adjusted to the needs of the students. The work is not described as seventh, eighth, or any other specific grade; it is suited to the capacity of the students, whatever that may be. Special teachers are provided to assist those who are not prepared to enter regular classes.

Grown-up young people may enter this school without feeling the chagrin which often results from mingling with younger and smaller students in the public schools. Students of the Prepa-

ratory department have the same privileges as those in the Normal school.

THE NORMAL.

The courses in this department are arranged with a view to fitting students to become teachers, the demand for whose services keeps far in advance of the supply. In order to attain a Normal diploma, the student must take the fourth year Normal work, including the courses in Training, in the parent institution.

THE MUSIC.

Music instructions are given both in vocal and instrumental music. Pianos and organs are placed in comfortable rooms for students' practice. Chorus practice and vocal music work furnish excellent opportunity for voice training. Arrangements may be made with the music Director for practice hours on the piano or the organ.

NORMAL COURSE.

First Year.

First Semester.	Hrs.	Second Semester.	Hrs.
Theology a (Book of Mormon)	3	Theology b (Book of Mormon)	3
Algebra a	5	Algebra b	5
Physical Geography a	3	Physical Geography b	3
English a (Minor Classics)	5	English b (Grammar)	5
Vocal Music a	2	Vocal Music b	2
English i (Elocution)	2	English j (Elocution)	2

Second Year.

Theology c (Life of Christ)	3	Theology d (Apostolic Age)	3
Geometry a (Plane)	3	Geometry b (Plane)	3
English c (Rhetoric)	5	English d (Rhetoric)	5

THE NORMAL COURSES (SECOND YEAR)—CONTINUED.

First Semester.	Hrs.	Second Semester.	Hrs.
Physiology a	2	Physiology b	2
Drawing a	2	Drawing b	2
Zoology a (Zoology)	5	Botany a	5

Third Year.

Theology e (Old Testament)	3	Theology f (Old Testament)	3
Physics a	4	Physics b	4
English e (Classics)	3	English f (Classics)	3
Psychology a	3	Psychology b	3
Theory of Teaching a	2	Theory of Teaching b	2
History a (Colonial)	3	History b (U. S.)	3
Civics a (Civil Government)	2	Civics b (Civil Government)	2

EXPLANATION OF COURSES.

THEOLOGY.

A. Book of Mormon.—History of its coming forth and relationship of the various books composing it. Students will read first half, including Book of Ether. Reynolds' "Story of the Book of Mormon" may be used for reference. Three hours, first semester.

B. Book of Mormon.—External evidence of its divine authenticity. The doctrinal aspects of its teachings will be especially dwelt upon. Students will read second half and re-read didactic portions of the book. Orson Pratt's "Divine Authenticity of the Book of Mormon" will also be read. Three hours, second semester.

C. Life of Christ.—The story of Christ's life will be followed as developed in the four Gospels, which students will be required to read. Special emphasis will be given to the prin-

ciples he taught. Farrar's "Life of Christ" may be used for reference. Three hours, first semester.

D. Apostolic Age.—The lives and missionary work of the Apostles as set forth in the New Testament will be taken up. Students will read the Acts, the Epistles, and Revelations. Three hours, second semester.

E. Old Testament.—Historical relationship of the Books in the Old Testament. Students will read the narrative portion of the text including Kings, Chronicles, Samuel, Job, and Esther. Teacher will set forth the divine authenticity of the book. Three hours, first semester.

F. Old Testament.—Students will read the poetic, didactic, and prophetic books of the Old Testament. Special emphasis will be placed on those prophecies which have their fulfillment in our day. Three hours, second semester.

ALGEBRA.

A. Elementary.—This course is designed for beginners and will include a careful consideration of the subjects treated in Wells' "Essentials of Algebra," to page 138. Five hours, first and second semesters.

B. Elementary.—Continuation of A. Wells' "Essentials of Algebra," to page 270 (omitting Ratio and Proportion). Required, Algebra A. Five hours, first and second semesters.

PHYSICAL GEOGRAPHY.

A. Elementary.—This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size and density. Terrestrial magnetism. Distribution of water surface. The Ocean: area, depth, composition, temperature, waves, currents, tides. Davis's text-book is used. Three hours, first semester.

B. Elementary.—Continuation of Course A. Land: vari-

eties of land surface, treated in the light of their evolution. Three hours, second semester.

ENGLISH.

A. Minor Classics.—In this course several important purposes are to be subserved. In the first place the student is to be made acquainted with some of the simplest but most beautiful of the American classics. In the second place, he is to be taught to read intelligibly; and as intelligible reading is mainly a question of clear interpretation of thought, the second purpose is directly in line with the first. Then, two days a week are to be devoted to spelling and punctuation, subject-matter for which is also to be taken from the classics studied. As will be seen, the general aim is to lay a foundation in literature on which to build the courses in English which are to follow. The text followed will be "Masterpieces of American Literature." Five hours, first semester.

B. English Grammar.—Experience has demonstrated that the grammar course of the grades is insufficient as a basis for higher work in English, hence the offering of this course. Special attention is given to the diagraming of sentences, it being a demonstrated fact that without the practice in analysis given by such a method students are unable to correct their habits of faulty English by any other guide than what sounds right, which is practically no guide at all. Buehler's "Modern Grammar" and Strang's "Exercises in English," first half. Five hours, first and second semester.

C. Outlines of Rhetoric.—Course B is required. A thorough course in diction forms the subject-matter of this course. Herrick and Damon's text-book, first half. Original narratives and descriptions. Five hours a week additional given by the teacher to individual criticism of compositions. Students will read in connection with this course three classics selected by the teacher. Five hours, first semester.

D. Outlines of Rhetoric.—Course C is required. The rhetorical elements of the sentence are considered in this course.

Herrick and Damon's text-book, second half. Narrative and descriptive writing continues to be the basis of composition work as in C. Oral and written composition alternate weekly. Two hours per week given to individual criticism of compositions. Students will read in connection with this course three classics selected by the teacher. Five hours, second semester.

E. English Classics.—This course is devoted to a critical study of British and American Classics, to be chosen by the teacher during the progress of the historical narrative of the works involved. A paper will be required each semester on some subject suggested by the student. This course is recommended to students expecting to enter college. To be read by students: Halleck's "History of English Literature." English C and D are required. Three hours, first semester.

F. English Classics.—This course is a continuation of English E. Same texts and methods. Three hours, second semester.

I. Normal Reading.—This course aims to produce fluent and effective readers; to cause the eye to grasp words quickly and unerringly, and train the organs of speech to pronounce them firmly and unhesitatingly. Attention to diacritical marks and drill in pronunciation, voice culture, articulation, and personal bearing, occupy portions of the time. "The Orator's Manual" will be used as a text-book. The reading is supplemented by newspaper and magazine articles. Two hours, first semester.

J. Fundamentals of Expression.—In this course, ease and grace in personal bearing and gesture, the development of the lungs, the cultivation and control of the voice, the overcoming of nervousness, and the cultivation of nerve energy, of distinctness in articulation, and of a wide latitude in oral delivery, are the points kept in view. By drills in these various directions proper habits are formed. Same text as in I. Two hours, second semester.

VOCAL MUSIC.

A. Reading and Voice-building.—Two hours, first semester.

B. Reading and Part-singing.—Two hours, second semester.

C. Style.—Anthem singing. Two hours, first semester.

D. Expression and Criticism.—Two hours, second semester.

GEOMETRY.

A. Plane.—First and Second Books of Wells' "Essentials of Plane Geometry." Required, Algebra A. Three hours, first semester.

B. Plane.—Completion of Wells' "Essentials of Plane Geometry." Required, Geometry A. Three hours, second semester.

PHYSIOLOGY.

A. Elementary.—A practical course in human physiology, which will furnish a basis for the study of hygiene. Physical habits and development will receive special emphasis. Cotter's "Comprehensive Physiology" will be followed as a text. Two hours, first semester.

B. Elementary.—A continuation of A. Two hours, second semester.

DRAWING.

A. Representative Art.—The principles of freehand perspective will be given through a study of common household objects, and outdoor scenes. Sketching will be done with pencil, charcoal, and brush. Texture and color will be studied through representation of land surfaces, trees, foliage, and animals. Requirement, the course in Preparatory Drawing, or its equivalent. Material: Pencils, paper, charcoal, water colors, drawing board. Two hours first and second semesters.

B. Representative Art.—A continuation of A, with practice in quick and ready blackboard illustration for language, geography, and science lessons. Aims and methods of teaching drawing and form study in the elementary school, will be sub-

jects for study and discussion. Requirement, the course in A, or its equivalent. Material: paper for drawing and for color charts, pencils, charcoal, water colors. Two hours, first and second semesters.

ZOOLOGY.

A. Elementary.—This course aims to give a knowledge of the structure and relationship of animals as gained from the systematic study and dissection of specimen types in the laboratory. Half a semester is devoted to the lower forms of animal life and a half to the study of vertebrate zoology and classification. Recommended as work of reference: Orton's "Comparative Zoology." Two recitations and three laboratory periods. Physiology A and M are required for this course. Five hours, first semester.

BOTANY.

A. Elementary.—This course should be preceded by Physical Geography. The aim in this course is to give a fundamental knowledge of the plant kingdom; to make teachers acquainted with the general structure and relationship of plants, especially of the inter-mountain region. Each student is expected properly to classify, label, and mount fifty species of plants. Bergen's "Foundations of Botany" will be used as a text. Three recitations and two laboratory periods each week. Five hours' credit, second semester.

PHYSICS.

A. Elementary Physics.—A knowledge of physics is necessary in nearly all departments of learning. It enables the student to understand the forces of nature, the fundamental principles of machinery, and the use of scientific instruments. The work consists (1) of lectures illustrated with experiments and demonstrations, (2) of class recitations, and (4) of laboratory work. The student handles the necessary apparatus and proves for himself the laws and principles discussed in the class. The

department is thoroughly equipped with fine apparatus. Every student is required to do three hours' careful work in the laboratory each week. A fee of $1.50 is charged for materials used and breakages. This course includes properties of matter, mechanical forces of solids and liquids, motion, sound, and energy. A knowledge of elementary algebra is required. Hoadley's "Brief Course in Physics." Four hours, first semester.

B. Elementary Physics.—Continuation of course A. This course includes heat, light, magnetism, and electricity. Hoadley's "Brief Course in Physics." Four hours, second semester.

HISTORY.

A. Colonial.—Periods of discovery, exploration, and colonization. Territorial adjustments; revolutionary period; lectures, discussions, and original work by students on important topics. Channing's "Student's History of the United States," supplemented by standard historical works. Three hours, first semester.

B. United States.—Critical period, and the formation of the Constitution. Westward expansion; rise, development, and solution of the slavery question; the Civil war and Reconstruction. Method of treatment and reference same as in course A. Three hours, second semester.

PSYCHOLOGY.

A. Elementary Psychology.—Relation of Psychology to individual development. Psychology in education. Roark, complete. Requirement, Algebra A. Three hours, first and second semesters.

B. Pedagogical Psychology.—Relation of Psychology to sociology, ethics, and pedagogics. Lectures supplemented with complete text of Halleck's "Psychology and Psychic Culture." "Psychology of Education," by Compayre; "Psychology Applied to Education," by Baldwin. Requirements: Psychology A and Physiology A and B. Three hours per week, first and second semesters.

THEORY OF TEACHING.

A. Systematic Methodology.—Lectures supplemented by research on the part of the student in current educational literature. Smith's "Systematic Methodology," with supplemental work. Two hours, first and second semesters.

B. School Management.—Comparison of the so-called new education with the old education. The ideal and real in education. Relationship of educational factors, the home, the school, the church, the state, the press, society in general. Aptitudes in education. Persons whom education most affects; teachers, pupils, patrons, school officers. School management, including school organization, regulations, rewards, punishments, recreations. School plans and programs. Lectures supplemented by personal research. Same text as in A. Three hours, first and second semesters.

CIVICS.

A. Civil Government.—The making of the American government, the state government, and the national government. Two hours, first semester.

B. Civil Government.—Continuation of A. Two hours, second semester.

Enrollment of Students.

FIRST SEMESTER OF THE YEAR 1902-1903.

Note.—On entering school during 1903-1904, students will add the number of hours' credit received during their second semester's work to the number they had at the close of the first semester, in order to know which class they properly belong to. The credits here published represent only the work done up till the close of the first semester.

In the Normal, the High school, and the Commercial school students must have, at the close of the first semester of 1902-1903, at least 18 hours' credit in order to be up with their respective classes in the first year; 50 hours' credit in order to be up with the classes of the second year; 90 hours' credit in order to be up with the classes of the third year, and 126 hours' credit in order to be up with the classes of the fourth year.

In the College department students must have, at the close of the first semester of 1902-1903, at least 17 hours' credit in order to be up with their respective classes in the Frechman courses; 51 hours, in order to be up with those in the Junior courses; 85 hours, in order to be up with those in the Senior courses.

NORMAL, HIGH SCHOOL AND COMMERCIAL SCHOOL ROLL.

FIRST YEAR STUDENTS.

Students having fewer than 18 hours are considered as belonging to the first year, but are not up with the first year classes.

Acord, Alonzo, Provo.....High School 13
Adams, Morgan, Parowan .....Normal 35
Adamson, D. A., American Fork.....Commercial 12

Alder, Byron, Manti	Normal	7
Alder, John A., Manti	Normal	33
Alexander, Louis S., Heber	Normal	16
Alexander, Don H., Provo	Normal	5
Allen, Wm. Wallace, Coalville	Commercial	0
Allred, John A., Spring City	Commercial	14
Allred, Amanda A., Ferron	Normal	0
Anderson, John L., Fairview	Normal	15
Anderson, Marie, Provo	Normal	0
Anderson, Wm. Elmer, Manti	High School	13
Anderson, Hannah P., Sterling, S. Juan	Normal	11
Anderson, Lillian M., Salina	Normal	0
Anderberg, Reed L., Provo	Commercial	27
Andrus, Alma A., Spanish Fork	Normal	10
Aplanap, Wm. W., Midway	Special	23
Ashby, Martha E., Holden	Normal	15
Ashworth, Claude S., Provo	Normal	13
Ashworth, Beatrice, Provo	Normal	13
Ashworth, Paul, Provo	Normal	16
Atkin, Stanzas, Provo	Commercial	3
Bates, Henry C., Provo	Commercial	15
Bagley, Lewis L., Montpelier	High School	0
Barnes, Hugh, Victor, Idaho	Normal	17
Bartholomew, George M., Fayette	Commercial	15
Bayles, Hanson D., Bluff	Commercial	10
Bayles, Mary A., Bluff	High School	34
Bean, Harriet V., Provo	High School	0
Beasley, Mary J., Provo	Normal	34
Beauregard, Donald, Fillmore	Normal	20
Beck, Margaret, Spanish Fork	Special	2
Beck, Milton, Spanish Fork	Normal	5
Beck, Roy M., Provo	Commercial	15
Beckstrand, Alma N., Meadow	Normal	3
Beckstrand, Eva E., Meadow	Normal	0
Bestelmyer, John M., Provo	High School	26
Bigler, Maud, St. George	Normal	25
Billings, Birda, Jensen	Commercial	19
Black, Phoebe A., Deseret	Normal	7
Blackum, Raymond, Moroni	Commercial	12

Blake, Herbert J., South Jordan .....Commercial 18
Blackett, Lawrence, Nephi .....Normal 20
Bird, Daisy M., East Jordan.....Normal 10
Booth, Myrtle C., Nephi.....Normal 13
Booth, Harvey, Provo.....Commercial 0
Borgeson, Emily C.. Santaquin .....Normal 18
Borgeson, Nettie L., Santaquin.....High School 3
Bown, Jos. Leo, Fayette.....Commercial 1
Box, Leo, Payson .....Commercial 20
Boyack, Sylvanus, Spanish Fork.....Normal 0
Boyer, William, Springville.....Special 0
Boyer, Rose, Springville .....Normal 18
Bradford, Minnie, Spanish Fork.....Normal 5
Brannan, Minnie, Vernal .....Normal 27
Brimhall, Harris, Spanish Fork.....Commercial 0
Brown, John M., Fayette ....Normal 35
Broadbent, Thos. S., Provo .....Normal 21
Brown, Gertrude, Provo .....Normal 18
Brough, Geneva M., Nephi.....Normal 12
Brown, Emma B., Eager, Ariz.....High School 12
Bullock, Benjamin, Provo.....Commercial 0
Bullock, Florence, Pl. Grove .....Normal 20
Burridge, William, Provo .....Normal 28
Burr, Gilbert, Burrville .....Commercial 32
Bushman, Maggie, Lehi.....High School 0
Call, Margaret E., Willard .....Normal 33
Carlston, Annie C., Fairview .....Normal 30
Carruth, Maud M., Coalville.....Normal 16
Cassity, Ethel, American Fork .....Normal 19
Child, Clifford H., Gunnison.....Normal 5
Child, Edward, Springville.....Commercial 5
Child, Loa, Gunnison.....Normal 16
Child, Lillian, Gunnison.....Normal 10
Child, Beatrice, Gunnison.....Normal 15
Chipman, Virgie A., American Fork...Normal 17
Chipman Alva, Salt Lake City.....Commercial 5
Chipman, Roy S., American Fork ....Commercial 20
Christensen, John S., Am. Fork .....Normal 20
Christensen, Katherine M., Mayfield..Special 12

Christensen, Mark E., La Grande, Or.	High School	0
Christensen, Lottie S., Manassa, Colo.	Commercial	0
Church, Clementina, Panquitch	Normal	17
Clark, Edward L., Richfield	Commercial	20
Clark, Zoe, Monroe	Commercial	21
Clotworthy, Mary, Heber	Normal	0
Cloward, Arminta, Burrville	High School	0
Cluff, Fern M., Provo	Normal	0
Cluff, De Lillie A., Provo	Normal	0
Cluff, E. Clara, Provo	Normal	6
Clyde, Nellie, Heber	Sunday Sch. Kinder	16
Cobbley, George, Linden	Commercial	3
Cole, Wm. Thomas, Willard	Normal	9
Collins, Junius, Provo	Commercial	0
Colvin, Curtis, Payson	Normal	16
Cook, Elizabeth, Wallsburg	Normal	9
Cook, Jas. Leroy, Bingham Junction	Normal	15
Cook, Gertrude L., Vernal	Special	3
Cox, Amansa B., Fairview	Normal	5
Cox, Adelia B., Fairview	Normal	8
Cragan, Edna, St. George	Normal	3
Cram, Victor Dee, Provo	Normal	16
Cram, Vivian E., Provo	Normal	0
Cram, Ada B., Provo	Normal	17
Crandall, Earl, Springville	Commercial	0
Cropper, Bessie, Deseret	Normal	8
Cropper, Bessie A., Deseret	Normal	33
Cummings, Ada, Heber	Commercial	5
Curtis, Mira L., Orangeville	Normal	0
Dahlquist, George, Provo	Commercial	5
Dalley, Samuel A., Summit	Commercial	0
Daniels, Lois E., Provo	Normal	12
Davis, James, Spanish Fork	Normal	0
Davis, Joseph C., Provo	Normal	0
Davis, Clarence S., Tuasivi, Samoa	High School	0
Davis, Fred S., Provo	Commercial	10
Davis, Ruby, Lehi	Normal	18
Davis, Richard L., Provo	Normal	18
Day, Geneva, Fairview	Sunday Sch. Kinder	14

Day, Parley, Fillmore	Normal	33
Daybell, Phebe, Charleston	Sunday Sch. Kinder	14
DeGraff, Charles B., Mt. Pleasant	Commercial	0
Dennis, Merling C., Provo	Normal	16
Dixon, Arnold, Provo	Commercial	0
Dorrity, Ada P., Kanosh	Normal	0
Draper, Asa, St. Johns	Commercial	0
Draper, Martha L., Ft. Green	Normal	0
Driggs, Burlin, Pleasant Grove	Commercial	0
Duke, Mary J., Provo	Normal	13
Duke, Annie, Heber	Normal	0
Duke, J. Pratt, Heber	Normal	13
Duke, Lydia, Provo	High School	7
Dunn, Grace R., Provo	High School	10
Dunn, LaPriel, Provo	High School	12
Durrant, Charlotte, American Fork	Normal	0
Dusenberry, Genievieve, Provo	Normal	24
Edgel, Frank, Hoytsville	Normal	29
Edgel, William R., Hoytsville	Normal	29
Edmunds, Lida, Provo	High Schol	10
Edwards, John T., Emery	Commercial	28
Eggertsen, Vesta, Provo	Normal	17
Egglestead, Annie, Mt. Pleasant	Normal	18
Eklund, Emel R., Oakley, Idaho	Normal	15
Ellertson, Louis, Mona	Commercial	16
Ellertson, Eva R., Mona	Normal	0
Ellis, Martha M., Wellington	Normal	25
Ellsworth, George F., Mesa, Ariz	Normal	15
Ercanbrack, Alta M., Provo	High School	6
Ericksen, Katie M., Monroe	Normal	19
Ericksen, Fred G., Fairview	Normal	20
Eskelson, Farley G., Kamas	Normal	15
Evans, Sarah T., Lehi	High School	0
Evans, James R., Lehi	High School	0
Evans, Mosiah, Lehi	Normal	5
Farrer, James W., Provo	Commercial	0
Faux, Zilla, Moroni	Normal	18
Findlay, Gideon, Kanab	Normal	0
Fisher, Florence, Heber	Sunday School Kind.	19

Fisher, Martha H., Meadow.....Normal 0
Flitner, Maggie, Heber.....Normal 0
Forsyth, Neil D., Pinto .....Normal 19
Foster, Sarah, St. George.....High School 12
Frank, Elvera, Santaquin.....Normal 0
Francom, Elias, Payson.....Normal 12
Frandsen, Hazel, Price.....Commercial 0
Frazier, George S., Oakley.....Normal 6
Freeman, Ivy, Provo .....High School 19
Gardener, Heber C., Salem .....Commercial 23
Gardener, Leroy, Payson .....Normal 19
Gardener, Effie E., Spanish Fork.....Normal 13
Gardener, Alice, Vernal .....Normal 11
Gauchat, Alice L., Annabella..... Normal 12
Gee, Janet A., Buena Vista..... Normal 0
Gerber, Janet A., Buena Vista ..... Normal 13
Gerber, Jean E., Buena Vista .....Normal 20
Gibbs, Alice, Deseret.....Normal 14
Giles, Emma, Heber..... Sunday Sch. Kinder... 14
Glover, Parley R., Sandy..... Normal 15
Greaves, Cyrus L., Cardston, Canada Commercial 0
Greenwood, Ernest M., Invurury.... Normal 17
Greenwood, Josephine, American F'k Normal 17
Greenwood, Hattie E., Fillmore .....Normal 19
Gardener, Alice H., Fillmore..... Normal 10
Grenhalgh, Ernest A., Provo..... High School 0
Groesbeck, Phillip E., Springville.. Commercial 17
Grove, Wm. Harry, Springville .....High School 18
Hackett, May L., Alpine .....Normal 18
Hacking, Jas. Clair, Vernal..... Commercial 15
Hacking, Harriet, Vernal..... High School Special ... 0
Hall, John C., Nephi..... Normal 4
Halverson, Addie, Gunnison..... Normal 5
Halverson, George H., Gunnison..... Commercial 11
Hamblin, Maude H., Questa, N. M. ....Commercial 20
Hanks, Rosa, Salem.....Commercial 8
Hansen, James, Pleasant Grove.....Normal 0
Hansen, Rosetta, Spanish Fork..... Normal 13
Harrison, Brigham H., Manassa, Colo. Commercial 10

Haskell, Ashbel, Manassa, Colo.....Normal 0
Harvey, Katherine, Pl. Grove .....Normal 33
Hawkins, Clarence J., Nephi .....Commecial 19
Hawley, Frank J., Invurury.....High School 16
Hayes, George H., Pleasant Grove....Commrecial 0
Haymond, Geo., Springville .....Commercial 23
Henrie, Elvira, Provo .....Normal 24
Henrie, Clara D., Provo.....Normal 0
Henry, Dora, Deseret .....Normal 20
Herbert, Thomas M., Salina.....Normal 0
Hill, John S., Springville .....Normal 31
Hinckley, Vivian L., Provo .....High School 22
Hines, Arnold, Provo.....High School 10
Hobson, Edith, Hoytsville.....High School 0
Holdaway, Wilford I., Vinyard.....High School 0
Holland, Nellie, Linden.....High School Special... 0
Holdaway, Milton L., Provo .....Normal 19
Holden, Merle D., Provo.....Normal 0
Holden, Nellie M., Provo.....High Schol Special... 0
Holman, Edith, Pl. Grove .....Commercial 30
Holt, Arthur R,. South Jordan.....Commercial 0
Holt, Martha E., Spanish Fork .....Normal 21
Hoover, Mertis, Provo.....Normal 10
Hoyt, Val H., Nephi.....High School 10
Hunter, Wallace, American Fork .....Normal 0
Hyde, Lyman, Springville.....Commercial 0
Ivie, Hazel, Salina.....Normal 10
Irvine, Daisy, Provo.....Commercial 0
Jacobson, Eliza A., Randolph.....High School 0
James, Wm. R., Epanish Fork.....Commercial 8
Jeffs, Sarah L., Heber.....Commercial 13
Jeffs, Hannah, Heber.....High School 0
Jenkins, Wm. M., Nephi.....Commercial 0
Jensen, Mary A., Spanish Fork.....Normal 0
Jensen, Mary C., Mapleton.....Normal 7
Jensen, Leroy, Redmond.....Commercial 15
Jensen, Martha, Salina.....Normal 5
Jensen, Eliza, Logan.....Normal 5
Jepperson, Florence M., Provo.....High School 16

Johnson, Dora E., Provo	Normal	11
Johnson, Ellis, Huntington	Normal	15
Johnson, Mary A., Provo	Normal	17
Johnson, Alma N., Provo	Commercial	12
Johnson, James W., Huntington	Normal	12
Johnson, Urban, Goshen	Normal	2
Jones, Pearl, Provo	Commercial	34
Jones, Ruth M., Spanish Fork	Normal	8
Jones, Thomas W., Provo	Commercial	17
Keeler, Major J., Provo	Special	0
Keeler, Beulah, Provo	Normal	29
Kimball, Chas. Albert, Kanosh	Normal	0
Kirkwood, Tessie C., Provo	Commercial	17
Knudsen, Nels W., Provo	Normal	2
Knudsen, Heber A., Provo	Normal	5
Kooyman, Art J., Kamas	Commercial	15
Lambert, Joseph R., Heber	High School	7
Lambert, May, Woodland	Normal	13
Laudie, Lucius, Provo	Normal	15
Lee, Sarah Ann, Heber	Normal	10
Lemon, Emma J., Marion	Normal	10
Lemon, Olive V., Marion	Normal	14
Lewis, Eliza A., Gosnen	Normal	0
Lichfield, Zella M., Goshen	Normal	21
Lofgram, Andrew, Mammoth	Normal	5
Lovell, Mamie E., Oak City	Normal	0
Lowe, Olive, Park City	Normal	33
Lowery, Jennie, Manti	Special	0
Lund, Wm., St. George	Normal	18
Lyman, Mary, Bluff	Normal	36
Lyman, Edith E., Oak City	Normal	8
Mace, Luella G., Deseret	Normal	13
Madson, Ernest, Vineyard	Normal	0
Madsen, Henrietta, Manti	Special	11
Magleby, Heber L., Monroe	Commercial	12
Malcolm, David R., Spanish Fork	Normal	0
Malin, Chester, Hoytsville	Commercial	22
Marshall, Fayette, Lyman, Wyo	Commercial	5
Mayers, Louge, American Fork	Normal	5

McBride, Ruben C., Fillmore.....Commercial 14
McFadden, Rose, Provo.....Commercial 8
McIntosh, Vance, Mt. Pleasant.....Commercial 0
Metcalf, Ray, Gunison.....Normal 8
Metcalf, Junius, Gunnison .....Commercial 22
Miller, Robert, Provo .....High School 19
Miner, Gilbert L., Fairview.....Normal 0
Mooney, William W., Salem.....Normal 5
Moore, Melinda E., Spring Lake.....Normal 16
Moore, Constance, Provo.....Normal 3
Morrill, Hattie P., Junction.....Normal 12
Morrill, Myrtle C., Junction.....Normal 16
Morrison, Jessie, Provo.....Normal 8
Mortensen, Golda C., Sanford, Colo...High School 0
Mortensen, Sadie C., Sanford, Colo...Normal 19
Moyle, Louella, Amreican Fork.....Normal 16
Muir, Milton B., Randolph .....Normal 30
Murdock, Nymphus, Heber.....Commercial 5
Murdock, Clara Laverne, Heber .....Normal 37
Murphy, Josephine A., Promintory....Normal 10
Nash, Josephine, Salem .....Commercial 30
Nelson, Clyde A., Ferron.....Commercial 12
Nelson, Lamar, Pleasant View .....High School 0
Nelson, David G., Pleasant View.....High School 0
Nelson, Daisy M., American Fork.....Commercial 7
Nielsen, Loren A., Sanford, Colo.....Normal 7
Nielsen, Maud, Sanford, Colo.....Normal 10
Nielsen, Peter A., Sanford, Colo.....Commercial 6
Nielsen, Lula, Fairview .....Normal 28
Nielsen, Ellen J., Oak City .....Normal 25
Nielsen, Henry O., Redmond .....Commercial 20
Nokes, Chas. M., Riverton .....Commercial 27
Nokes, Charles M., Riverton.....High School 10
Nordgren, Nephi, Monroe.....Normal 11
Norton, Elizabeth R., Lehi.....Normal 5
Nuttall, Rose, Wallsburg .....Special 19
Nuttall, Annie E., Lake View .....Commercial 30
Nuttall, Leonard J., Lake View .....Commercial 20
Oldroyd, Robert M., Fort Green.....Normal 12

Oliver, James A., Provo	High School	16
Olsen, Jacob B., Salem	Commercial	17
Olsen, Ferdinand H., Lake View	High School	5
Overson, Nora, Cleveland	Normal	7
Overson, Geneva, Cleveland	Normal	10
Otterstrom, Alice, Ephraim	High School Special	5
Pace, Robert J., St. George	Commercial	0
Pace, Alfred L., Thistle	Commercial	11
Pace, Lettie J., Parleys Park	Normal	3
Page, Thomas I., Riverton	Commercial	0
Pack, Jane S., Kamas	High School	0
Pack, Thos., Kamas	Normal	35
Parker, Clarence N., Hooper	High School	10
Parker, Annie C., Abraham	High School	7
Parmley, Mariah, Schofield	Normal	9
Passey, Roy, Provo	Normal	6
Passey, Jos. A., Mesa, Ariz.	Commercial	22
Paxman, Wilford, American Fork	Normal	23
Perkins, Pearl, Overton, Nev.	Normal	22
Perry, Leroy, Provo	Normal	12
Peterson, Lehi, Salina	Commercial	0
Peterson, Amos, Huntington	Normal	8
Peterson, John C., Kanesville	Normal	15
Peterson, Millie, Scipio	Normal	18
Peterson, Brigham Y., St. Johns	High School	20
Peterson, Hyrum, Kanesville	Normal	20
Peterson, Azua, Mapleton	Normal	31
Peterson, Elvina, Kanesville	Normal	20
Pickett, Neva L., Gunnison	Normal	0
Pitman, Ada, Schofield	High School	2
Potter, Olive P., Provo	Normal	18
Powell, Charles W., Glenwood	Commercial	5
Powell, Jas. A., Upton	Normal	30
Powell, Nellie D., Spanish Fork	Normal	8
Powelsen, Mary E., Goshen	Commercial	24
Powelsen, Mary N., Goshen	Commercial	22
Poulson, Wilford, Pleasant Grove	Commercial	5
Preston, Bessie G., American Fork	Commercial	35
Rasmussen, Leslie, Redmond	Commercial	0

Rawlinson, Soren J., Oak City	Normal	0
Redd, Jas. M., Bluff	Normal	38
Reid, Frederick W., Orangeville	Normal	8
Rees, John, Fountain Green	Normal	17
Rees, John T., Frisco	Normal	24
Rees, Chas. W., Coalville	Normal	19
Reese, David E., Frisco	Commercial	12
Reese, Vivian, Spanish Fork	Normal	15
Reynolds, Levi W., Mt. Pleasant	Commercial	C
Ritchie, Margaret, Provo	Commercial	C
Richards, Chas. L., Parowan	Normal	25
Roberts, Martha E., Provo	Normal	11
Roberts, Charles M., Provo	High School	0
Robison, Edith, Fillmore	Normal	17
Robison, Myrtle, Mapleton	Normal	12
Robison, Robert, Coalville	Normal	11
Rogers, Frank, Fillmore	Commercial	0
Roper, Oliver M., Lawrence	Commercial	9
Rowe, Nora, Spanish Fork	Normal	33
Rowe, Jennie, Spanish Fork	Normal	17
Roylance, Lafael H., Springville	Normal	18
Rust, Roy W., Cainesville	Commercial	0
Sainesbury, Robert S., Fielding	Normal	16
Sainesbury, Retta, Fielding	High School	3
Salmon, Mattie, Coalville	High School	34
Sanderson, Martha M., Fairview	Normal	13
Sanders, Minnie, Gunnison	Normal	0
Sanders, Joseph L., Colonia Diaz	Normal	17
Scharrer, George A., Payson	Commercial	10
Schramm, Emily, Payson	Normal	14
Seamount, Nels, Provo	Commercial	15
Seely, Effie, Sterling, Canada	High School	0
Sharp, Christie I., Lehi	Normal	18
Singleton, Elva, Ferron	High School	12
Smith, Albert E., Manassa	Normal	7
Smith, Clement, Preston, Idaho	Commercial	0
Smoot, Harold, Provo	High School	35
Snowden, James D., Provo	High School Special	0
Snow, Edward, Manti	Commercial	0

Snow, Washington I., Provo	High School	0
Snow, LaPrele, Provo	Normal	11
Snow, John, Orangeville	Commercial	0
Snow, Moroni, Provo	High School	31
Sorensen, Olive, Elsinore	Normal	18
Spriggs, May E., Eureka	Commercial	0
Staker, Lydia P., Anabella	Normal	19
Staker, Nellie, Anabella	Normal	19
Stanger, Mary M., Am. Falls, Idaho	Normal	2
Stanfield, Amy, Goshen	Normal	16
Stallings, Hazel A., Salt Lake City	Normal	29
Steele, William G., Iona, Idaho	Commercial	0
Stephenson, Amy A., Holden	Normal	0
Stephenson, Elsie M., Holden	Normal	15
Stephenson, Annie J., Holden	Normal	0
Stephenson, James A., Holden	Normal	5
Stephenson, George, Holden	Normal	0
Stephenson, Benj. J., Holden	Normal	10
Stephenson, Mary E., Holden	Normal	5
Stewart, Ethel L., Benjamin	Normal	29
Stewart, Inez, Benjamin	Normal	30
Stevens, Florence A., Holden	Normal	14
Stewart, Lulu R., Benjamin	Normal	13
Stubbs, Blanch E., Provo	Normal	5
Sudweeks, Joseph, Junction	Normal	21
Swift, Pearl, Salt Lake City	Normal	19
Taft, Pearl E., Provo	High School	22
Taylor, Wm. W., Provo	High School	15
Taylor, Violet, Lehi	Normal	0
Taylor, Merle, Provo	High School	0
Taylor, Hazel S., Provo	High School	10½
Teasdale, Jennie, Nephi	Normal	20
Terry, Jessie A., Fairview	Commercial	15
Terry, Mary J., Timpanogus	Normal	8
Tew, William T., Mapleton	Commercial	5
Thatcher, Alma J., Provo	Normal	0
Thatcher, Eunice P., Provo	Commercial	0
Thomas, Eliza M., Heber	Normal	8
Thomas, Mary, Provo	Normal	6

Thurman, Samuel D., Provo .....Normal 13
Thurman, Archie M., Provo .....Normal 27
Thurman, Lydia C., Provo .....Normal 27
Tilton, Isabel, Abraham.....Normal 17
Tucker, Jas. B., Provo .....Normal 5
Turner, May, Heber .....Normal 18
Tuttle, Fred W., Manti .....Normal 3
Tuttle, Lucia I., Manti .....Normal 5
Twelves, Dean R., Provo .....High School 5
Vance, Amy, Fairview .....Normal 15
Vane, Louise, Springville .....Normal 12
Van Buren, Fred C., Orangeville ....Normal 16
Voorhees, Blanch, Manti .....High School, Special .. 7
Wadley, Nettie, Pl. Grove .....Normal 3
Wadsworth, John, Panaca, Nev. .....Commercial 31
Walker, Alexander, Coalville .....Commercial 35
Walker, Louisa, Peoa .....High School 8
Walsh, Bertie, Farmington .....Normal 18
Walsh, Edith M., Farmington .....Normal 19
Walton, Hattie E., Raymond, Canada .Normal 27
Wanless, Wm. L., Lehi .....Commercial 0
Walton, Sarah J., Raymond, Canada..High School 11
Wall, Cecil, Wallsburg .....Normal 0
Ward, Cora, Provo .....Normal 29
Warnick, Cora A., Pleasant Grove ....Normal 0
Weight, Ralph B., Springville .....Commercial 0
Western, Ruth, Deseret .....Normal 19
Westwood, Philip, Springville .....Normal 26
White, Hettie, Beaver .....Commercial 26
White, Hannah J., Pleasant Grove ....Commercial 10
Whitely, Mary E., Alpine .....Normal 17
Whitney, Irene, Sanford, Colo. .....Normal 15
Whittaker, Chas. W., Kanosh .....Normal 0
Wilkins, Jos. R., Spanish Fork .....Normal 17
Wilkins, Oscar, Provo .....Commercial 0
Wilkins, Robert, Provo .....Normal 0
Wilkins, Gertrude L., Provo .....Normal 18
Williams, Rula, Provo .....Commercial 21
Williams, John T., Lake Shore .....Commercial 0

Williams, Ella, Emery	High School	3
Wilson, Benj. F., Oakley, Idaho	Normal	10
Wilson, Robert L., Payson	Normal	7
Wood, Jennie, Bluff	Sunday School Kind.	0
Woodard, Cecil, Franklin, Idaho	Normal	0
Woodhouse, Emma, Lehi	Normal	33
Yates, Pearl C., Provo	High School	0
Young, John W., Red River, N. M.	Commercial	0

SECOND YEAR STUDENTS.

Students having more than 36, and fewer than 54 hours, are considered as belonging to the second year, but are not up with the second year classes.

Adams, Cornelia, Verdure	Normal	41
Adams, Jos. B., Parowan	Normal	38
Adams, Leonard E., American Fork	Commercial	66
Andelin, Willard J., Richfield	Special	48
Austin, Agnes, Lehi	Commercial	55
Bagley, James A., Greenwich	Normal	49
Barney, Bertha, Provo	High School	53
Bennett, Jesse J., Meadow	Normal	60
Boyer, Dell D., Springville	Normal	69
Branch, Eliza, Coalville	Normal	55
Bran, Virginia, Provo	Normal	44
Brannan, Lillie L., Vernal	Normal	41
Bunker, Stephen A., Bunkerville	Normal	40
Carlston, Allie L., Fairview	Normal	41
Cassity, Sarah, American Fork	Commercial	51
Clark, Jos. C., Panguitch	High School	52
Coons, Thaddeus P., Heber	Commercial	47
Cox, Elvira, Fairview	Normal	53
Cram, Mark W., Provo	Normal	47
Crosby, Clara M., eBaver	Normal	59
Davis, Earl, Provo	Commercial	50
Day, Orville C., Fairview	Normal	55
Dean, Chas., Woodruff	Commercial	40
Deal, Ella, Springville	Commercial	37

Dennis, Edna, Eureka	Commercial	45
Driggs, Jos. B., West Jordan	Normal	57
Duke, Adolphia R., Heber	Normal	59
Dunn, Hannah, Provo	Normal	49
Englestead, Annie, Mt. Pleasant	Commercial	38
Evans, Geo. H., Kamas	Normal	52
Francom, William, Payson	Normal	71
Francis, Nellie J., Lake Shore	Normal	71
Fuller, Frank C., Mesa, Ariz.	Normal	59
Gillispie, Goldie E., Eureka	Commercial	55
Gourley, David, Provo	Normal	40
Graham, Selma R., Milburn	Normal	53
Greenwood, Marion, Fillmore	Normal	69
Greer, Margaret G., Provo	Normal	71
Hales, Inez, Spanish Fork	Normal	48
Hall, Nels, Provo	Commercial	57
Harris, Lottie, Provo	Normal	53
Hinckley, Sarah E., Fillmore	Commercial	53
Hilton, Annie M., Abraham	Normal	44
Hobson, Lois E., Hoytsville	Normal	58
Holdaway, Etna N., Provo	Normal	67
Holladay, Rozell L., Spring Lake	Commercial	42
Holman, Artemus E., Pl. Grove	Commercial	48
Hopkins, Grace C., Deseret	Normal	73
Howe, Effie B., Provo	High School	66
Iverson, Alice L., Salem	Normal	60
Johnson, Sarah G., Vernal	Normal	42
Knudsen, Nettie, Provo	Normal	52
Kirkham, Thos. F., Lehi	Commercial	60
Knight, Jennie P., Provo	Normal	63
Lindsay, George C., Heber	Normal	53
McGuire, John P., Heber	Commercial	57
Mellor, Roy D., Fayette	Normal	55
Merrill, M. W., St. David, Ariz.	Normal	47
Miller, Albert, Provo	Commercial	50
Mortensen, Arlington P., Sanford, Colo.	Commercial	47
Murdock, Dora, Heber	Normal	68
Murdock, Josie, Heber	Commercial	40
Murdock, Joseph T., Heber	High School	44

Nebeker, Aurora, Payson .....Normal 68
Nelson, Sarah, American Fork .....Normal 64
Pack, Daniel L., Kamas .....Commercial 39
Parker, Maria, Abraham .....Commercial 46
Parker, George P., American Fork ...Normal 53
Peterson, Mattie, Kanesville .....Normal 64
Pratt, Moroni L., Provo .....Commercial 56
Pyne, Edna E., Provo .....High School 53
Rasband, Sadie, Park City .....Normal 56
Rasmussen, Leslie, Redmond .....Normal 60
Rencher, Maude, Pine Valley .....Normal 60
Reynolds, Joseph A., Springville .....Commercial 48
Robison, George A., Fillmore .....Normal 63
Robinson, May, American Fork .....Commercial 64
Russon, John, Lehi .....Commercial 49
Shelton, Francis, Heber .....Normal 54
Smith, Emily J., Manassa, Colo. .....Normal 54
Snow, Fred W., Manti .....High School 48
Sorenson, Jos., Mayfield .....Normal 58
Stallings, Mary, Salt Lake City .....Commercial 63
Stallings, Jas. A., Salt Lake City ....Commercial 54
Stallings, Wm. L., Salt Lake City ....Commercial 38
Steele, James H., Iona, Idaho .....Commercial 64
Stott, Jos. L., Meadow .....Normal 71
Stott, Franklin E., Meadow .....Normal 55
Strong, Elmer, Provo .....Commercial 44
Taylor, Louise, Goshen .....Normal 53
Taylor, Chas W., Pl. View .....Commercial 42
Thompson, Amenda E., Lima, Mont. ..Normal 54
Thurman, Wm. T., Provo .....Normal 36
Wakefield, Marion E., Huntington ...High School 36
Walsh, John R., Farmington .....High School 56
Webb, Delbert, Monroe .....Normal 70
Wentz, Lillie M., Timpanogus .....Normal 44
Whiteley, Earl, Lindon .....Commercial 44
Whiting, Margaret M., Mapleton .....Normal 36
Wimmer, Clara B., Payson .....Normal 44
Whitney, Sarah, Springville .....Normal 46
Wood, Amos, Sp. Fork .....Commercial 45

Wright, Mima, Charleston .....Normal 47
Yates, Albert L., Lehi .....Normal 39
Young, Beatrice, Provo .....Commercial 43

THIRD YEAR STUDENTS.

Students having more than 72 hours, but fewer than 90 hours, are considered as belonging to the third year, but are not up with the third year classes.

Anderberg, Thilda, Provo .....Commercial 74
Austin, Emma, Lehi .....Normal 95
Bennett, Frank F., Provo .....Normal 98
Brown, Sythia, Provo .....Normal 90
Burridge, Geo. T., St. Johns, Ariz. ....Normal 74
Chadwick, Arthur C., Preston, Idaho .Commercial 95
Christensen, Katie M., Spring City ..High School 95
Colvin, Kady, Payson .....Normal 94
Fairbanks, oJs. R., Glenwood .....Normal 88
Fletcher, Harvey, Provo .....Normal 89
Francis, Rosa H., Lake Shore .....Normal 73
Gardener, Clarence, Pine Valley .....High School 88
Glade, Earl J., Park City .....Commercial 97
Glade, E. J., Park City .....Commercial 97
Hacking, Wm. R., Vernal .....Commercial 94
Hacking, John G., Vernal .....Commercial 83
Hales, Matilda, Deseret .....Commercial 88
Hayes, John E., Pl. Grove .....Commercial 85
Hiatt, Ava Rilla, Salem .....Normal 74
Higgs, Brigham T., Jr., Provo .....Normal 102
Higgs, Geo. H., Provo .....Commercial 74
Hill, George R., Springville .....High School 89
Iverson, Anna J., Fillmore .....Normal 89
Jarvis, Anna C., St. George .....Normal 76
Jarvis, Orris W., St. George .....Normal 93
Jensen, Caroline V., Salt Lake City ..Normal 84
Johnson, James, Salem .....Normal 84
Kartchner, Asel, Timpanogas .....Commercial 74
Lowe, Royal C., Willard .....High School 74

Lowe, William J., Willard .....Normal 99
Lowery, Wallace A., Manti .....Commercial 77
Murdock, Royal J., Heber .....Commercial 85
Peterson, Hans C., Kanesville .....Normal 95
Price, James R., Charleston .....Commercial 90
Rees, Esther, Provo .....Normal 83
Richmond, Fred G., Provo .....Commercial 86
Roberts, Eugene L., Provo .....High School 73
Robinson, John H., American Fork ...Normal 75
Salisbury, Geo. Timpanogos .....Commercial 103
Sevey, Sarepta, Panguitch .....Normal 78
Smith, Thos. W., Preston, Idaho ....Commercial 105
Snow, Alice, Manti .....Normal 88
Sutton, Claude, Grantsville .....Normal 75
Thompson, Ellen, Lima, Mont. .....Normal 76
Timothy, Martha M., Jensen .....Normal 73
Wshburn, Jessie A., Huntington ....Normal 75
Wilkins, Oscar W., Peoa .....Normal 85

FOURTH YEAR STUDENTS.

Students having more than 108, but fewer than 126 hours, are considered as belonging to the fourth year, but are not up wtih the fourth year classes.

Adams, Jas. L., Parowan .....Normal 131
Alexander, Maud M., Provo .....Normal 120
Anderson, Joseph, Lehi .....Normal 132
Bahlke, Christian F., Provo .....Normal 129
Colton, Warren A., Vernal .....High School 117
Cope, Geo. M., Tropics .....Normal 138
Hoagland, Georgia, Provo .....High School 138
Hooks, Elmer, Provo .....Normal 127
Kelly, Orson N., American Fork .....Normal 125
Ogden, Eleanor W., Parowan .....Normal 117
Oliver, Nellie M., Provo .....Normal 117
Pack, Lambert, Kamas .....Normal 137
Phelps, Gove, Mesa, Ariz. .....Commercial 128
Preston, Sarah E., Amreican Fork ...High School 115

Schofield, Nellie, Evanston, Wyo. ....Normal 123
Wooley, Dilworth E., Kanab .....Normal 127
Young, Lucile, Provo .....Normal 114

THE COLLEGE ROLL.

FRESHMAN.

Students having more than 144 hours, are considered Freshmen, but must have 161 hours in order to be up with the Freshmen class.

Hinckley, Samuel E., Provo .....Coll. 171
Johnson, Andrew T., Vernal .....Coll. 175
Laney, George C., Kamas .....Normal 157
Partridge, Raymond, Provo .....Normal 159

JUNIORS.

Students having over 178 hours are considered Juniors, but must have 195 hours in order to be up with the Junior class.

Adams, Wm. R., Parowan .....Coll. 205
Day, J. Franklin, Fillmore .....Coll. 208
Fletcher, Calvin, Provo .....Coll. 185
Mellor, John O., Fayette .....Coll. 205
Secrist, Horace, Farmington .....Coll. 181

SENIORS.

Students having over 212 hours are considered Seniors, but must have 229 hours in order to be up with the Senior, or graduating class.

Broadbent, Sylvester, Monroe .....Coll. 212
Pack, Mosher F., Kamas .....Coll. 222

GENERAL INDEX.

Admission to College 36
" to Commercial school 55
" to Normal 73
" to High school 77
" to Kindergarten 127
" to Beaver branch 141
Agriculture 99
Algebra 45, 66, 92 147
Amusements, Beaver branch 142
Arithmetic 122
Art and manual training 124
Athletic Association, The 103
Authorities of the Academy 5
Bachelor of pedagogy 39
" of science 39
Beaver branch, The 138
Beckstead laboratory of science 24
Board and rooms 23
Bookkeeping 63
" brief course in 60
" and Arithmetic, special course in 60
Botany 97, 151
Board of trustees 4
Brass band, The 110
Business, Four years' course in 59
Campus, The 28
Chemistry 50, 98
Choice environments 57
Civics 67, 91, 153
College, The 36
Commercial school, The 55
" arithmetic 65
" geography 67
Constitutional history 52
Correspondence 68
Courses of Study, Commercial school 58
" " " Normal school 75
" " " High school 78
Courses leading to degrees 39
Dancing matinees 104
Department of theology and ethics 40 82
" of English language 84
" of foreign languages 42, 86
" of engineering 95

Department of mathematics---45, 92
" of science---48, 96
" of history and sociology---51, 90
" of pedagogy---53, 93
" of fine art---88
" of household economics---99
" of physical culture---102
Departments of Beaver branch---144
Directions to students---21
Domestic organization---33
" " Beaver branch---143
" rules and regulations---29
" art---100
" science---102
Draughting---44, 96
Drawing, preparatory---88
" normal---89, 131 150
" training school---124
Economics---68, 91
Educational aims---20, 139
Elocution, (English 2, 3, I, and J)---41, 85
Elocution, special work in---105
Elementary law---52
English---41, 69, 84, 148
" Literature (English 1, 4, 5, 6, 7, 8, A, F, and G)---42, 85
Enrollment of students---156
Entrance requirements---36, 55, 134
Equipment of school---25
Ethics---41, 83
Examinations for College---37
" " Normal and High school---74
Executive committee of board---5
Explanation of courses for College---40
" " " for Commercial school---52
" " " for Normal and High school---81
" " " for Preparatory school---113
" " " for Kindergarten school---128
" " " for Beaver branch---146
" " " for Missionary department---136
" " " for Training school---116
Fees and expenses---36, 73, 107, 112, 139
French---87
Faculty of Brigham Young Academy---6
General Information---20, 36, 55, 73, 77, 107, 112, 126, 134
Geography---120
" Commercial---67
Geology---48, 97
Geometry---46, 66, 92, 150
German---42 86
Gifts, games and occupations, Kindergarten---129
Government and discipline---57

Graduation, from College 38
" from Commercial school 57
" from Normal school 74
" from High school 77
" from school of Music 108
" from Preparatory school 113
" from Beaver branch 141
" from Kindergarten 127
Grounds 29
Gymnasium 28
" work 104
High school, The 77
Higher mathematics 46
Hinckley laboratory of natural science 24
History and organization 13
History ..... 51, , 99, 119, 152
Holt laboratory of physics 24
Iron work 44
Journals and magazines 26
Kindergarten school, The 126
Laboratories 23
Language 122
Law 66, 91
Lecture bureau 31
Lectures during 1902-3, Beaver branch 141
Libraries 25
Library and Laboratory, Beaver branch 142
Literary society, The 30
Location and history, Beaver branch 138
Magleby laboratory of chemistry 24
Mandolin and guitar club 111
Missionary department 134
Museum 28
Music, School of 107
" recitals 30
" department, Beaver branch 149
Mutter and kose lieder 129
Nature work 123
Normal school, The 73
" Bookkeeping 95
Observation and practice, Kindergarten 130
Organization 21
Orchestra, The 110
Ornithology 49
Parents' class 31
Pedagogics 53
Pedagogium, The 29
Penmanship 68
Physical culture 125, 133
Physical geography 67, 96, 131, 147
Physiology 97, 132

Physics ---- 49, 98, 151
Polysophical society ---- 29
Polysophical society, Beaver branch ---- 141
Preparatory school, The ---- 112
Private lessons in music ---- 108
Program work, Kindergarten ---- 130
Psychology ---- 54, 94, 131, 152
Reading ---- 118, 137
Rhetoric (English 1, C, D, G, H, 9, 10) ---- 85
Rooms and Equipments, Commercial school ---- 56
Rules and regulations, for all students ---- 34
Rules and regulations, Beaver branch ---- 143
School of music, The ---- 107
School societies ---- 29
Science course, High school ---- 80
Singing ---- 137
Shorthand ---- 71
Shorthand and typewriting, special course ---- 61
Sociology ---- 52
Spanish ---- 88
Speech improvement club ---- 31
Special courses leading to degrees ---- 39
Spelling ---- 69, 118
Stake Board of Education ---- 5
Status of students ---- 22
Student body, The ---- 35
Sunday school Kindergarten course ---- 127
Surveying ---- 45
Telegraphy ---- 72
Telegraphy, brie course in ---- 61
Theology ---- 22, 40, 63, 82, 116, 128, 136, 146
Theological organization ---- 22
Theory of teaching ---- 93, 132, 153
Training school, The ---- 116
Trigonometry ---- 45
Typewriting ---- 72
Value of Kindergarten course ---- 126
Visiting committee of board ---- 5
Vocal music ---- 109, 130, 149
Woodwork ---- 43, 95
Writing, Training school ---- 117
Zoology ---- 97, 151